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ABSTRACT

This guide is designed to help adult educators to get through the grant application process required by the Bureau of Adult and Community Education, Florida Department of Education. It provides information on the four stages of the process: planning the project, writing the proposal, submitting the application package, and receiving notification. Chapter 1 provides information on preliminary steps. It discusses state funds available for adult and community education projects and important elements to consider during the planning stage, including national and state priorities, innovation, needs assessment, cooperation/coordination, dissemination, and project continuation. Chapter 2 focuses on proposal content. Topics include the narrative, need for the project, plan of operation, goals, connecting goals and objectives, measurable and achieving objectives, timelines, personnel, reasonable costs, budget rationale, evaluation, facilities, abstract, appendixes, project completion, dissemination, documents needed, and project title. Chapter 3 offers suggestions on the post-application period. It discusses what to do if the project is rejected, renegotiated, or funded. Appendixes, amounting to approximately one-half of the guide, contain the following: titles of previously funded grant proposals; three domains of behavioral objectives; a verb list for stating objectives; sample tables for a plan of operation, vitae, and organizational charts; and 11 forms. (YLB)

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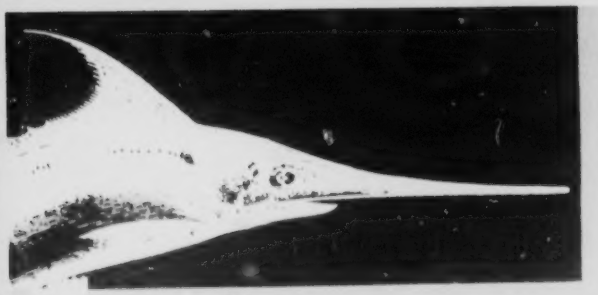

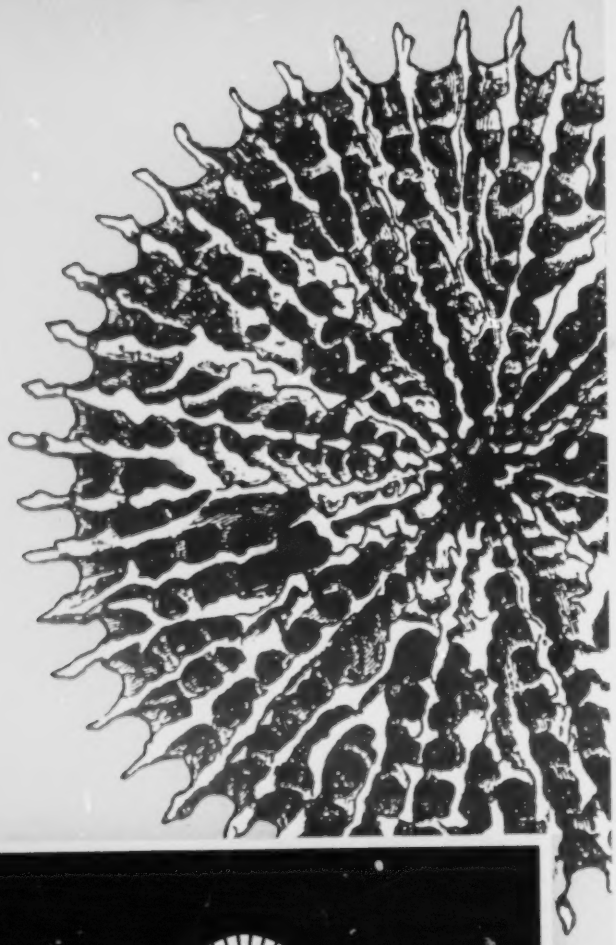

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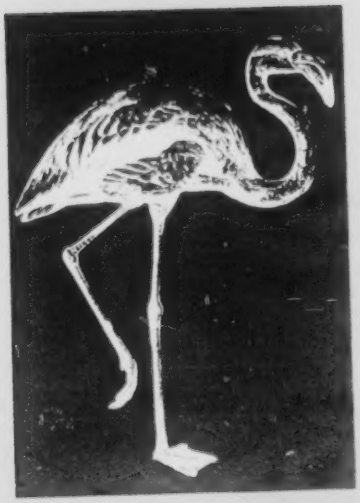

A GUIDE TO WRITING ADULT EDUCATION GRANT PROPOSALS

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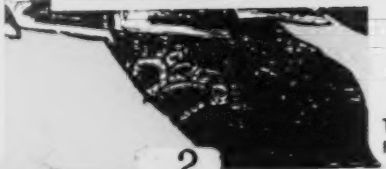

A Guide to Writing Adult Education Grant Proposals

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Chapter 1
Before You Apply

What Do I Need To Know Before I Apply For A Grant?

- **What Funds Are Available?**
- **How Do I Get Started?**
  - ✓ **What are the state and national priorities?**
  - ✓ **How do I identify innovative programs, materials, or methods?**
  - ✓ **How do I assess needs?**
  - ✓ **What are some ways of cooperating or coordinating with other agencies?**
  - ✓ **What is dissemination?**
  - ✓ **How can I sustain project activities beyond the funding period?**

Chapter 1

What Do I Need To Know Before I Apply For A Grant?

Before you can apply for grant funding for a project, there are a number of preliminary steps that you must take. This guide has been designed to help you through the grant application process required by the Bureau of Adult and Community Education, State of Florida Department of Education. However, the information contained in this guide can be adapted for grant applications to federal agencies as well.

The guide has been organized to provide information on the four stages of this process: planning the project, writing the proposal, submitting the application package, and receiving notification. On the surface, these steps appear to illustrate a simple, chronological process; more realistically, however, the process is often a recursive one, with activities in one stage doubling back to a previous stage or with activities occurring in several stages simultaneously. Perhaps the recursive nature of this process is most evident between the planning and the writing stages. Often, once the writing is underway, problems emerge that may necessitate some change of plans. Occasionally, changes must be made on a grand scale. When a nightmare such as this occurs, it is usually due to a lack of thorough planning . . . and the result of inadequate planning is usually a "regret" letter from the funding agency.

This first section of the guide alerts you to the various state funds available for adult and community education projects and discusses the important elements that you must consider during the planning stage in order to produce a grant proposal that meets the requirements of the BACE (Bureau of Adult and Community Education).

Funds Available

What Funds Are Available?

Currently, two types of grant funds are available from the BACE for adult and community education projects.

- Section 353 of the *Adult Education Act* provides grant funds for the purpose of conducting special demonstration projects and teacher training projects in adult education. The money awarded by a Section 353 grant may be used only for the development phase of a project and cannot support an ongoing program.
- Section 321 of the *Adult Education Act* provides grant funds to offer supplemental financial support to adult education programs that target educationally disadvantaged adult populations.

Although each program has a different purpose, the approach to writing the grant proposal is the same.

Getting Started

How Do I Get Started?

The cardinal rule in applying for grants is to read carefully and thoroughly the "Request for Proposal" (RFP), i.e., the application packet sent to you by the BACE. The RFP states the guidelines that you must follow if you wish to be considered a serious applicant for funding. Your application packet, which includes the RFP, provides you with the following information:

- A letter of transmittal that summarizes the key points of the RFP.
- The BACE timeline that includes the deadline for the submission of proposals as well as the date that award notifications are mailed.
- A statement regarding the nature and purpose of the funding program.
- A listing, in order of importance, of the national and state priorities.

- An enumerated list of the criteria for reviewing grant applications.
- An explanation of the stages in the proposal review process.
- A sample of the evaluation form that is used by the review committee to assess your grant proposal.
- A glossary of terms used in the RFP.
- Information regarding budgets and payment methods.
- An explanation of complaint procedures.
- Various forms that must be completed and submitted with the grant proposal.

Priorities

What are the state and national priorities?

One of the most important sections in the RFP is the listing of national and state priorities. Your project should address at least one of the priorities on each level. Although these priorities change from time to time, the following are the priorities that have been targeted through 1993.

National Priorities

1. Expanding outreach services to those adults who are educationally disadvantaged.
2. Providing programs that involve use of innovative methods, including:
   a. programs for adults with handicaps;
   b. homeless adults;
   c. adults with limited English proficiency (LEP); and
   d. programs which promote innovative systems, materials, and those which have national significance or are of special value in promoting effective programs.
3. Training personnel engaged in or who are preparing to engage in the activities of adult education.

State Priorities

1. Provision of educational services to adults who are functioning at grade levels below 5.9. Such services include basic reading, writing, and computational skills.
2. Provision of educational services to adults who are functioning at grade levels 6 through 8.9. Such services include intermediate reading, writing, computational skills, basic social sciences, and basic natural sciences.
3. Provision of adult education opportunities so students may continue their education to at least the level of completion of secondary school.
4. Provision of English as a Second Language courses for adults whose native language is other than English.
5. Improving family literacy through adult/child learning activities.
6. Workforce literacy including linkages with private sector employers and other agencies.
7. Provision of staff development and teacher training activities related to delivery of adult education and services.
8. Promotion of programs, projects, and activities which advance and expand curriculum development, planning, and evaluation and research.
9. Dissemination in adult education.

Innovation

How do I identify innovative programs, materials, or methods?

Since innovation is not only a state priority but also one of the evaluation criteria, you need to make sure that your proposed project is innovatively designed. If you feel that the project you envision lacks this

characteristic, there are several ways for you to get some idea of what innovative activities may include:

- Examine the titles of grants funded in previous years. (See Appendix 1 for a listing of some previous grant titles that were funded by the Florida DOE.)
- Check with people who have experience in this area, such as previous grant recipients, the Adult Education Director, individuals working in the Department of Education, or university professors.
- Scan conference programs and professional journals.
- Complete a review via E.R.I.C. to determine the types of innovative projects which have been conducted elsewhere in the nation?

Needs Assessment

How do I assess needs?

A needs assessment is a prerequisite to writing your grant proposal. On the basis of your needs assessment you can identify a particular problem that relates to the priorities stated by the BACE for the type of grant you are seeking (e.g., special demonstration or teacher training projects).

Below is a list of questions that may help you with your needs assessment, which is necessary for building a positive case in the grant proposal.

- Do you know of a particular problem area that has not yet been uncovered or that has been ignored?
- Does your geographical proximity to a problem or observable need give you an advantage because of local familiarity or experience?
- Can you develop untapped resources, e.g., local industries, by convincing them to support a worthwhile community endeavor?

- Can you establish a cooperative venture that links the expertise of your institution with the capabilities of a broader-based, more diversely experienced organization in order to satisfy a community need?
- Have other similar projects been conducted in Florida or in the nation?

Cooperation - Coordination

What are some ways of cooperating or coordinating with other agencies?

The idea of cooperating or coordinating efforts with other agencies is not only one of the priorities listed by the state (priority #6), but the establishment of linkage is also one of the criteria on which your proposal will be judged. Therefore, you should actively seek out the participation of other agencies in the development and implementation of your project.

In order to mobilize different parts of the community to work with you, you need to be able to point to the benefits that their involvement will produce. (In other words, what's in it for them?) You can approach universities; businesses; hospitals; prisons; volunteer organizations, such as Literacy Volunteers of America; and other adult education programs in your county or in neighboring counties.

Further information on cooperating and coordinating with other agencies is included in Chapter 2, "How do I begin the narrative?"

Dissemination

What is dissemination?

Dissemination, state priority #9, is the act of circulating the outcomes of your project. The manner in which you propose to disseminate your findings or product is also one of the criteria on which your proposal will be evaluated, so you should give careful thought early on for effective and efficient ways of broadcasting the results of your project. Listed below are some methods for disseminating information.

newsletters	seminars	demonstrations
pamphlets	videotapes	slide shows
journal articles	workshops	audiocassettes
conference reports	training programs	presentations

For more information on dissemination, see "How will I build in dissemination of the project?" in Chapter 2 of this guide.

Project Continuation

How can I sustain project activities beyond the funding period?

Closely related to the concept of dissemination is the idea of "continuation" for your project, i.e., life of the program or product beyond the funding period. Obviously, the BACE would prefer to fund projects that will continue to have an effect after the grant funds are depleted. Below are a few examples of how you can build continuation into your project:

- Design a program so that operating expenses can be absorbed by your organization.
- Establish a program that becomes an essential part of an organization's life.
- Establish a joint program with another agency.

Projects that require considerable start-up costs but minimal operating costs are also good candidates for grant funds.

Chapter 2
Content of Your Proposal

What Should The Proposal Contain?

- **What Sections Do I Need to Address?**
  - ✓ **What should I keep in mind while writing the proposal?**
  - ✓ **How do I begin the narrative?**
  - ✓ **What is my problem? or How do I write my NEED component?**
  - ✓ **How do I tie my NEED to the PLAN OF OPERATION?**
  - ✓ **What are achievable, realistic goals?**
  - ✓ **How do I connect the goals and objectives?**
  - ✓ **What are good, measurable objectives and how do I write them?**
  - ✓ **How will the objectives be achieved? or How do I present my activities?**

- ✓ **What timelines do I need to follow and how do I construct a timeline?**
- ✓ **Who is going to carry out the project? What qualifications do they have?**
- ✓ **How much money should I request?**
- ✓ **Are the costs reasonable and related to the proposed project?**
- ✓ **Is there adequate documentation for requested funds?**
- ✓ **Is my evaluation plan sound and thorough?**
- ✓ **Are the facilities and resources available?**
- ✓ **What is the abstract?**
- ✓ **What do I include as appendices or supporting documents?**
- ✓ **What will happen to the project/product after the grant is completed?**
- ✓ **How will I build in dissemination of the project?**
- ✓ **What other documents are needed?**
- ✓ **What should I title my project?**

Chapter 2

What Should The Proposal Contain?

The function of a proposal is to convince a committee of reviewers that the concept of your proposed project is innovative, that its methodology is logical, and that its content is meaningful. While the use of correct grammar and the adherence to the conventions of mechanics, punctuation, and spelling cannot be overemphasized in proposal writing, a grant is ultimately awarded on the merit of its content. Therefore, your proposal should be based on sound assumptions; it should build a justifiable case that explains and relates the needs of the granting agency (in this case, the Bureau of Adult and Community Education) to your proposed project; and it should support each need with solid, dependable evidence.

In writing the proposal, use clear, precise language that allows only one interpretation; keep your goals the focus of your message; and introduce only relevant information to support your claims. In addition to striving for clarity in your writing style, you should also aim for clarity in the physical layout of the proposal. Therefore, to make your proposal easier to read, provide your reader with some visual cues. Consistently organize your information under headings and subheadings and keep paragraphs to a moderate size. Use boldface (judiciously) to highlight key words or concepts. Use bullets and numbering or lettering systems to introduce and emphasize related points in a series and to help the reader follow your rationale. Finally, remember to proofread carefully. Serious or numerous grammatical and mechanical errors not only hinder clear communication, but they also reflect a lack of concern for professionalism.

Proposal Sections

What Sections Do I Need to Address?

As a document, a grant proposal is organized into three major sections:

- Front matter, which includes the cover page and abstract;
- Body, which is the substance of the proposal and is usually referred to as the "narrative";
- End matter, which includes the bibliography, appendices, and various forms required by the funding agency.

The order in which these sections are prepared, however, is different from their sequence of appearance in the final document. The components of the narrative are always prepared first. The components that are necessary for a proposal are often labeled with the following headings.

Relationship of School (Organization) Mission to State and Federal Priorities
Statement of Need
Plan of Operation
Qualifications of Key Personnel
Budget Explanation
Budget
Evaluation
Adequacy of Resources
Requirements of the State/Federal Laws

One way to determine the amount of emphasis to place on any section is to study the evaluation criteria. A typical project evaluation form (for 353 Grants) used by the Division of Vocational, Adult, and Community Education is reproduced in Exhibit 1. Notice that your proposal will be judged on a 100-point scale, with Content worth 40 points, Plan of Operation worth 45 points, and Budget worth 15 points. Also notice that the specific criteria within each of these three sections are worth either 5 or 10 points. Your objective as proposal writer is to make sure that your proposal addresses each criterion in such a way as to accumulate as many points as possible.

Exhibit #1 Proposal Review Form, page 1 Used by the 353 Review Committee Members

353 PROJECT EVALUATION FORM

_____ Agency

_____ Project Director

Administrative Review

_____ 1. Proposal was received by BACE before deadline.
_____ 2. Application was complete (signature, etc.
_____ 3. Prior year reports up-to-date.
_____ 4. Debarment and Suspension Certificaiton on file with BACE.

General Comments

_____
_____
_____
_____
_____

CONTENT
50 Points

_____ (5 pts) 1. Proposed activity addresses identified state or national priorities.

_____ (15 pts) 2. The project involves the use of innovative methods, systems, materials, or programs.

_____ (10 pts) 3. Objectives are clearly defined and measurable.

_____ (10 pts) 4. A comprehensive and current needs assessment has been conducted and documented.

_____ (10 pts) 5. Are the goals and objectives of the project achievable and realistic?

_____ **Total Points**

General Comments

_____
_____
_____
_____

Exhibit #1 continued — Proposal Review Form, page 2 Used by the 353 Review Committee Members

Plan of Operation
35 Points

_____ (10 pts) 1. The project personnel possess qualifications and experience to adequately carry out project activities.

_____ (5 pts) 2. Facilities and other resources are adequate to carry out the objectives of the project.

_____ (5 pts) 3. The project provides for cooperation and coordination with other agencies to strengthen the project and prevent duplication of effort.

_____ (5 pts) 4. The plan for evaluaton of the effectiveness of the program and the extent to which objectives are met is included in the proposal.

_____ (5 pts) 5. The project provides for continuing activities and services after the completion of the project.

_____ (5 pts) 6. The format for dissemination of the product is complete and comprehensive.

_____ **Total Points**

General Comments

_____
_____
_____
_____

Budget
15 Points

_____ (10 pts) 1. Estimated cost is reasonable and related to the proposed activities**

_____ (5 pts) 2. There is adequate documentation in the proposal to support the budget.***

_____ **Total Points**

General Comments

Total points awarded to proposal out of a possible 100:

_____ _____
Signature of Reviewer Date

**Private nonprofit organizations must budget for a CPA audit within 60 days of project's close.
***The proposed budget should include travel funds for a project directors meeting in Tallahassee.

Remember!

What should I keep in mind while writing the proposal?

Before you begin writing any section, you should keep in mind several critical concerns for you as a communicator:

- The purpose of the document, which in the case of the proposals is to persuade your audience to support your proposed project.
- The needs of your audience, i.e., the committee of reviewers who are familiar with the general area of the grant program but who may not know the specific details of your proposed project.
- The inclusion of details that are necessary to support your purpose; each detail should be related to achieving the overall goal and objectives of the proposed project.

Each section in a proposal has a particular purpose to fulfill, with the flow of information running from the general to the specific. Information delivered in each section lays the foundation for subsequent sections, thus establishing a chain of reasoning. An approach to addressing each section is discussed below.

The Narrative

How do I begin the narrative?

The first component of the proposal narrative comes under the heading RELATIONSHIP OF SCHOOL (ORGANIZATION) MISSION TO STATE AND FEDERAL PRIORITIES. The purpose of this component is to quickly show your readers, the review committee, that the project your organization intends to carry out is in accord with the nature and purpose of the particular law (Section 353 or 321) that was enacted to provide the funds that you are seeking. In this component you should identify the specific link between your project and the national and state priorities that are published in the RFP. In addition, this component is a good place to introduce the reviewers

to the fact that your project will be a cooperative and coordinated effort involving another agency. This component corresponds with item #1 under Content on the Project Evaluation Form: "Proposed activity addresses identified state or national priorities" and item #3 under Plan of Operation: "The project provides for cooperation and coordination with other agencies to strengthen the project and prevent duplication of effort."

Because this component generally requires only a short paragraph and provides the first link in the chain of reasoning, it should not be omitted. Below are two examples of this component, one ineffective and the other effective.

INEFFECTIVE
To strengthen the project and avoid duplication of effort, members of the local Regional Coordinating Council will be advised of project goals and input will be solicited from other educational agencies and service providers.

Although the statement above mirrors the language of one state priority, the language is not very specific nor is the scope of the statement comprehensive.

EFFECTIVE
The following proposed project was prepared collaboratively by the Kiskadee County School Adult Education Program and the Little Dickens Childcare Center. The ultimate purpose of the project is to promote linkages between county agencies and the private business sector engaged in, or able to become engaged in, special demonstration projects in adult education. By providing transportation and childcare for adult basic education students, if funded, this project will reduce the barriers to participation in ABE programs thereby enhancing the community's workforce.

Activities included in this project address National Priorities 1 and 2c and State Priorities 1, 2, 3, 6, and 9.

Notice that the priorities are referenced only by their numbers. Although this format is acceptable if you are constrained by space requirements (your proposal narrative, excluding appendices, cannot exceed 10 pages), writing them out is preferred because it shows consideration for the readers on the review committee.

Need for the Project

What is my problem? or
How do I write my NEED component?

The second major component is often entitled NEED, although it may also appear under similar headings, such as NEED STATEMENT, NEEDS ASSESSMENT, or even PROBLEM STATEMENT. In this component you explain in detail to the reviewers what problem or problems exist; what, if anything, is being or has been done to solve the problems; and, finally, given the current problems and situation, what needs can be identified. This component, which is worth 5 points, corresponds to item #4 under Content on the Project Evaluation Form: "A comprehensive and current needs assessment has been conducted and documented."

In this component you should indicate the generality of the problem and the generalizability of the outcomes. Specify the way in which your project will contribute to the solution of an important problem. In writing this component, you must demonstrate your grasp of the field and your general organizational ability. Use clear, precise language to state your needs, for a vague statement may result in a negative impression about the usefulness of your solution. In addition, if your need statement does not distinguish important from unimportant information, your ability to manage the project efficiently may be questioned.

In a general way, you should try to relate the problem to the qualifications and expertise of your organization. You can do this by citing the experience your institution has achieved in documenting the problem or need, by referring to relevant activities conducted

by your organization, or by pointing to the history of concern your institution has shown for the problem. (Be careful, however, not to confuse this section with the QUALIFICATION OF KEY PERSONNEL component, which is discussed in Chapter 2 of the guide under "Who is going to carry out the project?") Finally, in this section you should introduce the approach to solving the problem or fulfilling the need as well as the "need" for the chosen approach.

The NEED component in your proposal fulfills several purposes by demonstrating:

- the understanding of issues,
- the importance of the project to the larger society,
- a critical review of the pertinent literature,
- the timeliness and immediacy for the project,
- the innovativeness of the project,
- the generalizability of the results,
- the initial rationale for the plan of operation, and
- the relationship of the proposal "needs" to the guideline "needs."

The NEED component should address at least one of the issues of immediate concern listed in the RFP by the BACE. Credibility for the need can be established by citing primary resources (results of interviews, meetings, etc.) as well as secondary resources. All of the information in the NEED component should directly support the importance, the timeliness, and the innovativeness of the project.

When developing your NEED component, be absolutely clear about what the problem is, being careful not to overstate either the problem or your project's ability to solve it. If you state the problem in terms that are too general, then no solution you propose will be realistic or adequate. You should also keep in mind that the problem or need statement must be consistent with your objectives and procedures. Avoid using

jargon because it can hide the main theme of your argument.

There are a variety of ways in which you can strengthen your NEED component. Several possibilities are provide[illegible]below.

- Supply stat[illegible]tical data.
- Include support statements by experts or others who may be in a position to confirm your assertions.
- Illustrate with concrete examples that tie the statement to "real world" needs and situations.
- Provide a literature review.
- Conduct surveys to gather feedback from others affected by the problem.
- Include descriptions of similar projects conducted elsewhere in the nation. You could obtain project descriptions via an "E.R.I.C. search".

Remember that most projects cannot honestly claim that theirs "will be the first significant contribution to...." More frequently, projects complement, extend, or update previous efforts. Keep in mind when you write this component that your identified needs must lead directly to your goals and objectives. Below are some examples of ineffective and effective need statements.

INEFFECTIVE

Administrators at the Bacon County Medical Center conducted a needs survey at the request of the principal investigator. They reported that at least 15 environmental and food service workers at the BCMC were willing to participate in the program.

INEFFECTIVE

The need for a comprehensive curriculum leading to a high school diploma is painfully evident in view of the high annual dropout rate.

INEFFECTIVE

The need for this project is created by the size of Four Egg County, which is the largest in Florida, and one of the nation's most dynamic areas of population growth.

The first example relates only a willingness to participate in a particular program; it does not establish a need. The second provides no concrete data to support the needs and the claim that the need is "painfully evident" is stated too dramatically. Finally, the third example is a victim of a seeming irrelevancy; the mere size of a county does not establish a need.

Now look at some effective need statements.

EFFECTIVE

A special survey (see Attachment I) was mailed to 115 Adult Secondary Education teachers currently using competency-based curriculum guides to ascertain other areas of improvement to be addressed during a revision of the guides to include supplemental materials to meet culturally divergent learning styles. The results of the survey revealed the following needs:

To adapt some guides to new textbooks (c'd books out of print or going out of print);

To combine several standards into one teaching unit where appropriate;

To develop and include written standardized record-keeping instructions; and

To include instructional enhancers that promote student retention.

EFFECTIVE

The identified needs of literacy leaders, i.e., administrators, instructors, and advisors, fall into several categories as evidenced through a study of Florida literacy providers entitled, "Identifying the Leadership Training Needs of Florida's Adult Literacy Leadership." Emerging data and preliminary findings of this study being conducted by the Florida State University (FSU) for the DOE reveal that while advisors, administrators, and instructors believe they possess certain degrees of competency in areas relevant to their work, they recognize a critical need to increase their knowledge, skills, and abilities to perform their jobs effectively.

In the initial phase of this study, the Principal Investigators met at the Florida Literacy Coalition Conference with representatives from across the state in a workshop session to survey the perceived education and training needs of literacy providers. That session along with responses and emerging results of three separate surveys of instructors, administrators, and advisors (see Appendix) indicate several categories of need across several levels of Florida's literacy leadership. They include:

Recruitment and selection of personnel

Organizational leadership

Fiscal development and management

Program and curriculum development

Human and public relations, and marketing strategies

Interagency coordination and collaboration

Decision-making, communication, and motivational strategies

Trends and recent developments in literacy education

Public policy issues

New technology/computer-assisted instruction

A knowledge base in adult education

Notice how both effective need statements are persuasive because they identify specific problems and provide concrete details that have emerged from their needs assessments, which in both cases were conducted with surveys.

Plan of Operation

How do I tie my NEED to the PLAN OF OPERATION?

After you have convinced your reader that a need can be met by your project, you must identify the overall goals of your project, specify the objectives that will allow you to achieve your stated project goals, and explain the specific activities that will enable you to meet your objectives. This information is best presented in the PLAN OF OPERATION component, usually the most extensive component in the proposal. The ideas you present in this component should be tightly linked to your identified need as well as to each other. In other words, the activities must be evidently associated with your objectives; the objectives must be clearly designed to fulfill your goals; and your goals must be realistically compatible to answer the need.

Goals

What are achievable, realistic goals?

The presentation of your goals is generally the first subcomponent of your PLAN OF OPERATION and should be identified with a subheading, **Project Goals.**

Goals are general statements, generally long-term in perspective, that explain to your reader the ultimate purpose of the project. Therefore, you should consider the importance of the goals from the funding agency's point of view. The review committee will examine the goals to determine:

- whether the project is relevant to BACE interests,
- whether the project will accomplish something significant,

- whether the outcomes will help solve the identified problems, and
- whether the goals are realistic and achievable.

The extent to which you convince your reader that your goals can be achieved corresponds to item #5 under Content of the Project Evaluation Form: "The goals of the project are achievable and realistic." This item is worth 10 points.

The goals of the project should be closely linked to the identified needs. Goals should be phrased to indicate action, e.g., *to increase, to prepare, to educate, to train*, etc. It is a good idea to confine yourself to one or two goal statements, for a lengthy list of goals is often a sign that the writer has not given sufficient thought to the project. The appearance of too many goals may also indicate that some of the statements should more accurately be presented as objectives, which, unlike goals, are specific and concrete, often measurable, and usually focus on short-term or intermediate accomplishments.

The following suggestions may help you avoid several pitfalls that commonly occur during the construction of goal statements.

- Do not make exaggerated claims regarding your project. For example, a literacy project that is targeted toward homeless adults in Tampa cannot realistically have as one of its goals the eradication of illiteracy in the Tampa area. Instead, a plausible goal might be to improve the ability of illiterate homeless to function more successfully in society.
- Do not confuse the problem with the goal.
- Do not confuse goals, which explain what will be done, with procedures, which describe how the goals and objectives will be accomplished. For example, "to conduct a survey" is a procedure, while "to train adult educators" is a goal.
- Do not use "hazy" or imprecise terms to define your goals.

Below are several examples of both unrealistic and realistic project goals.

UNREALISTIC

To develop competency-based learning guides with industry specific components to be used in workplace literacy classes for 1,000 employees and potential employees at the Boyd Bromley Conference Center.

UNREALISTIC

The goal of the proposed project is to provide 5 workshops for members of the instructional staff in the writing and use of competency-based curricula.

UNREALISTIC

Lack of minority participation in the competency-based adult education program.

Notice that the first example above is marred by the hazy wording ("industry specific components") and the exaggerated claims ("workplace literacy of 1,000 employees"). The second example is ineffective because it confuses the goal (what will be done, e.g., "to develop skills") with the procedure (how it will be done, i.e., "to provide 5 workshops"). The third example illustrates the confusion of a goal statement with a problem statement. Written as a goal, Example 3 might read, "To encourage minority participation ."

Compare these unrealistic goal statements with the more realistic ones below.

REALISTIC

The goal is to establish a remote learning center in a storefront to serve a community which has, in the past, been underserved in spite of a high concentration of adults with increasing basic education needs.

REALISTIC

The goal of this project is to improve the workplace literacy skills of hospital dietary personnel.

Notice that the realistic project goals are succinctly stated. When organizing your goal statements into the narrative, present them in such a way that they are obvious to the review committee. One way to prevent your goals from being buried in the middle of text and to make them stand out is to use bullets (if the goals are of equal importance) or a numbering system (if their chronology or their relative importance should be understood).

Connecting Goals and Objectives

How do I connect the goals and objectives?

Following the Project Goals subsection is the second subcomponent of the PLAN OF OPERATION, entitled **Overall Approach**. Its purpose is to explain in general terms how each goal will be accomplished. You should include a brief description of the participants (your target population), a justification for their selection, and an explanation of the type of program (e.g.,training, dissemination, etc.) your project involves. In addition, you should explain how you plan to ensure that activities developed for the project will continue after the initial grant project is over.

The third subcomponent of the PLAN OF OPERATION is often labeled **Implementation Plan**. This purpose of this subsection is to deliver a systematic, detailed explanation regarding the implementation of the project goals. When you write this subcomponent, it is beneficial to restate each goal and to group under it the related objectives and activities. In the discussion of each activity, you should provide the details regarding implementation, sources of documentation or products, time frame, and responsible personnel.

To make your plan further accessible to the reviewers, at the conclusion of the PLAN OF OPERATION com-

ponent you may want to include such visual support as tables that summarize concisely the **Implementation Plan** for each goal, a timeline for the implementation of activities, and an organizational chart that shows the flow of authority and responsibility.

Measurable Objectives

What are good, measurable objectives and how do I write them?

In addition to stating your goals, which orient the review committee to the conceptual purpose of the project, you should define the objectives associated with each goal.

Objectives are statements that identify the specific, concrete, and measurable ways in which general goals are realized. Therefore, make sure your objectives are directly derived from the goals. There are usually more objectives than there are goals; however, do not include unnecessary objectives, such as project management objectives, and keep them as brief as possible. The accuracy and clarity of these statements in relationship to the stated goals is worth 10 points and corresponds with item #3 under Content of the Project Evaluation Form: "Objectives are clearly defined and measurable."

Objectives are generally of four types: process, product, behavioral, and performance. Each type is discussed below.

- **Process objectives** should be included only when they are critically important. Include a process objective if it is essential for explaining the benefits of the project, if the process directly explains any procedures or the need for any resources, or if the process has significance in the evaluation component (discussed later in this section of the guide, "Is my evaluation plan sound and thorough?"). When you write process objectives be sure to indicate who will perform the process, what activity or performance will result from the process, and how the process will be evaluated.

- **Product objectives** are included when an outcome of the project results in a concrete product, such as a training manual or film. When writing the product objective, identify the product, its producer, its availability, the method of evaluation, and its evaluator.
- **Behavioral objectives** relate to one of the three behavioral domains: cognitive, affective, and psychomotor. (See Appendix 2 for an explanation of the three domains as they relate to constructing objectives.) A behavioral objective should include answers to the following questions:
  - What is the expected behavior?
  - Who will perform the behavior?
  - Under what circumstances and with what techniques will the behavior be observed?
  - How will the behavior be measured?
- **Performance objectives** are more specific than behavioral objectives. In addition to the specifications required for behavioral objectives, performance objectives also include an estimate of the time necessary to elicit the specified behavior and an indication of the expected proficiency level of the performer. Because performance objectives are more specific than behavioral objectives, they are more desirable.

When designing your objectives, consider whether or not they meet the following criteria. My objectives:

- can be obtained but are not trivial.
- can be matched with specific completion dates. (See "What timelines do I need to follow and how do I construct a timeline?" later in this chapter for more discussion of this topic.)
- specify the expected results in concrete terms.
- will result in measurable performance.
- if stated in clear, concrete terms, could serve as a checklist for accomplishments upon completion of the project.

As an added illustration of writing measurable objectives, consider the following example.

> On or before June 30, 199x, the Project Director will develop and submit to the Director, Division of Vocational, Adult, and Community Education, a camera-ready copy (manuscript) of a program guide for the "Legal Assistant Program." The standards and format for the program guide will be consistent with the Division's publication titled, "Guidelines for Writing Florida Vocational Program Guides."

Note the following about this objective:

- This example is a precise statement of intended results that can be measured; it includes only one intended result.
- The conditions under which the results will be measured or observed are indicated by this sentence in the above objective: "The format for the program guide will be consistent with..."
- When the result is to be achieved is indicated by "On or before June 30, 199x...."
- The criteria to be used in measuring the results are stated as "... standards will be consistent with the Division's .... Program Guides."
- The responsibility for reporting the accomplishment is stated as "The Project Director will develop and submit to the Director...."
- Who or what will display the required results of performance is stated as "A camera ready copy ..."

Appendix 3 of this guide provides a helpful list of verbs that you can use to express objectives.

Achieving Objectives

How will the objectives be achieved? or How do I present my activities?

You explain to the reviewers how your objectives will be achieved through your activities detailed in the **Implementation Plan**, a subcomponent of the PLAN OF OPERATION. This information is worth 10 points and corresponds with item #2 under Content on the Project Evaluation Form: "The project involves the use of innovative methods, systems, materials, or programs."

Remember that the general information concerning your activities has been presented in the preceding subcomponent, Overall Approach. The purpose of the **Implementation Plan**, however, is two-fold: to establish the linkage of the activities with particular objectives and to explain your activities in detail.

After the introduction, move to a discussion of your method. Identify the participants of the project, the process and criteria for their selection, and your method for gaining their cooperation. To increase the clarity of your plan, group your activities under the objectives with which they are associated. When you are addressing this section, double check to make sure that your predicted outcomes (objectives) match your activities. There should be an objective related to each procedure and each procedure should be related to an objective, avoiding any possible contradictions between the two. Furthermore, the objectives and activities should correspond in their innovativeness, creativity, and scope.

Below is an example of an effective format for presenting the information in the **Implementation Plan**.

Exhibit #2 Example of an Implementation Plan

Goal #1:
To provide Adult Basic Education and GED instruction in Flamingo County, in nontraditional settings, to overcome the barriers of childcare, distance, and occupational conditions through an unusual delivery system.

Objective #1.1:
To offer at least five ABE and GED classes per week to forty adults from five communities previously underserved by adult education classes through the services of a mobile classroom (converted school bus), as measured by the attendance records of the teacher/coordinator.

Activity #1.1.1:
Convert into a mobile adult education classroom a bus allocated by the Flamingo County School District.

In coordinated efforts with Champion Hardware, the Flamingo County Adult Education Division will convert the school bus into a mobile classroom with six study carrels, two computer carrels, a small teacher working area, and a partitioned childcare space for four children by August 15, 19XX.

Activity #1.1.2:
Equip the mobile classroom created in activity #1.1.1.

In collaboration with Sam's Discount Warehouse (which will donate some supplies and computer equipment), the project director will equip the mobile classroom by August 31, 19XX. The study carrels will be supplied with notebooks, pencils, reference resources, and instructional materials. Each computer carrel will be equipped with a Macintosh computer and instructional software. One printer that is capable of servicing both computers will be situated conveniently. The childcare space will be supplied with books and educational toys.

Activity #1.1.3:
Advertise the mobile classroom program.

The advertising campaign will be developed by the project manager. Taking advantage of free public service announcements, the program will be advertised on local television network, independent, and local-access cable channels and on local radio stations. In addition, the program will be advertised in local newspapers. The advertising campaign will span the period of August 15 to August 31, 19XX.

After you have a completed list of activities, you should then arrange them visually. The first type of visual support that you can create with this information is a table that summarizes the implementation plan. You should create a separate table for each goal. Because the body of the proposal (the narrative) carries a limit of ten pages, this table should be presented as an appendix. (See Appendix 4 for an example of an effective table format for your Implementation Plan.) Although your summary table may be placed in an appendix, it should be referenced at this point in the narrative.

Timelines

What timelines do I need to follow and how do I construct a timeline?

Once your tables are complete, then you can use them to arrange all of the activities on a visual timeline, such as a GANTT chart, to enhance the clarity of your plan. Timelines are important because they correlate each activity with the time necessary to satisfactorily complete the project. Devising and illustrating a timeline also forces you to determine which activities are interrelated. This detailed analysis may also unearth potential difficulties that might have been hidden in a less clearly specified proposal.

When scheduling the start of your project on the timeline, don't forget to allow enough time for review and notification of award by the BACE. Your development of the timeline should consider other contingencies as well, such as hiring; the agendas of cooperating agencies; secretarial, editorial, and duplicating time; and vacations and holidays.

The timeline should show activities arranged in a logical sequence, organized by event, time, and function. Regardless of the method you use to present your work schedule (e.g., timeline, flow chart), you should include each activity and its starting and completion dates. Moreover, you need to include the due dates for preliminary and final drafts of reports or major products as well as the dates of scheduled meetings, trips, reviews, and other critical events.

One popular time chart that is relatively simple to construct is the GANTT chart. This type of chart lists each activity described in the Plan of Operation in a column on the left of the page. To the right of each activity, under a grid that indicates either the number of months or weeks required for the project (depending on the length of your project), the beginning and ending dates of the corresponding activity are plotted to show the duration of the activity. These points are joined by a horizontal right arrow. Triangles can be substituted for the arrow to designate a product or benchmark event; if this method is used, the timeline is usually referred to as a MILESTONE chart.

One example of a timeline can be found in your RFP. It usually appears as the first page of the RFP guidelines. Below are two additional examples of timelines.

Exhibit #3 Examples of Timelines

Project Timeline											
Activity	**Jul**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	**Jun**
Activity #1.1.1: Convert into a mobile adult education classroom a bus allocated by the Flamingo County School District.											
Activity #1.1.2: Equip the mobile classroom created in activity #1.1.1.											
Activity #1.1.3: Advertise the mobile classroom program.											

Project Timeline

Activity	Jul	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
Activity #1.1.1: Convert into a mobile adult education classroom a bus allocated by the Flamingo County School District.	XXX	XXX	XXX	XXX							
Activity #1.1.2: Equip the mobile classroom created in activity #1.1.1.				XXX	XXX	XXX					
Activity #1.1.3: Advertise the mobile classroom program.						XXX	XXX	XXX	XXX	XXX	XXX

Personnel

Who is going to carry out the project? What qualifications do they have?

The review committee needs to know specifically who will be involved in the project. The qualifications of key personnel should indicate that they have the appropriate background and experience required to carry out the project successfully. This information is worth 10 points and corresponds with item #1 under Plan of Operation on the Project Evaluation Form: "The project personnel possess qualifications and experience to adequately carry out project activities." You should summarize the most relevant qualifications of your project's key personnel in this component.

If the scale of the project is small, this information may be included as a subcomponent in the PLAN OF OPERATION following the Implementation Plan; however, if you are proposing a large-scale project, you may decide to create a separate component entitled QUALIFICATIONS OF KEY PERSONNEL.

An effective way to organize your staffing plan is to write one short paragraph for each staff member. Begin with the staff member's title (e.g., Project Director, Technical Assistant, etc.) and then list the member's responsibilities and qualifications. Always include the names of staff members if they are known at the time you compose your proposal. The vitae of key personnel are usually included in an appendix. (See Appendix 5 for an example of an effective one-page vitae.) It is recommended by the American Psychological Association (APA) that proposals include a vita for each staff member involved in the project.

Below are examples of uninformative and informative qualification statements.

Uninformative

The personnel selected to participate in this project will be screened, and only those with proper professional preparation and credentials will be included.

Uninformative

Key Staff

Dr. Letta Readmore
Professor, Principal Investigator

Dr. Mitch Michell
Professor, Co-Principal Investigator

Ms. Cindy Jones
SCMC Administrator
County Medical Center

Edward North
Principal, Hayes Center

Notice that the first example gives no names and, thus, indicates that project leadership has not been secured. The second example, while it provides specific names, offers no information regarding qualifications.

Now look at the example of an informative QUALIFICATIONS OF KEY PERSONNEL component.

Informative

The Research Associate/Project Manager.
Dr. Sharon Easter, is a key individual in this project. Her day-to-day involvement is central and critical to management, consultation, organization, writing and networking. Her responsibilities are delineated in Appendix B.

University Consultants
A college-wide university team involving a cross section of relevant departments will give their expertise and availability to the project as consulting planners, writers, product reviewers, and workshop facilitators. Areas involved:

- Adult Education Program Development
- Human Resource Development
- Adult Literacy
- Language and Communication
- Professional Development (Florida Center for Professional Development)
- Instructional and Program Design (Center for Effective Instruction)

Project Partners
A team of individuals representing LEAs, volunteer groups, and libraries has been established to participate and advise the project from their agency perspectives. This initial group is expected to increase as the project develops.

To clarify the verbal information you provide about the project staff, an organizational chart that illustrates the flow of authority and responsibility for carrying out the various project activities can be included in the appendix. This chart, while optional, is especially helpful to the review committee if your project staff is large, if the lines of responsibility may be confusing, or if there is a high degree of interaction with other agencies. If you decide to include an organizational chart in the appendix, don't forget to introduce it in the narrative. (See Appendix 6 for an example of an organizational chart.)

How Much?

How much money should I request?

The purpose of the budget is to translate the project into monetary terms. Do not postpone the development of the budget until the last minute because changes are either difficult or impossible to make after the grant has been awarded. Moreover, your ability to submit a realistic budget also reflects your ability to plan and manage your entire project. Therefore, keep your budget within the "ballpark." You should also be aware that some restrictions may be imposed on the manner in which you distribute your money. For example, Section 321 grants currently require that at least 95% of your requested funds be allocated for instructional purposes.

You should always seek assistance from the financial staff at your institution or agency to ensure that all costs have been adequately budgeted, properly apportioned, and clearly itemized.

Reasonable Costs

Are the costs reasonable and related to the proposed project?

Proposals must present budgets that request funds that are not only reasonable (within the ballpark) but that are also directly needed to conduct your project. Your ability to meet these criteria is worth 10 points and corresponds with item #1 under Budget on the Project Evaluation Form: "Estimated cost is reasonable and related to the proposal activities."

An acceptable ballpark figure is one that is not only reasonable but one that is determined within the larger context of the funding agency: that is, how much does the funding agency have available for distribution among projects? If you know that the BACE has a total of $800,000 that must be distributed among a number of projects, you should not expect a project requesting funds of $600,000 to be approved. Other examples of unreasonable requests include asking for unwarranted salaries (e.g., $60,000 for one person) or amounts that are unjustifiable considering the extent of the participation

(e.g., $100,000 to train 20 people). Although the amount of money that is granted to a project depends upon the quality of the proposal, it is probably realistic to say that an upper limit of **$55,000 - $65,000** exists for 353 projects. An average award rate falls between **$15,000 and $30,000**.

Before you present your budget in an itemized format, you should include in your proposal a component entitled BUDGET EXPLANATION. The purpose of this component is to justify your budget in narrative form. In addition, it is here that you can show how the continuation efforts that you have built into your project contribute to the cost effectiveness of your budget. This component is also the proper place to explain any abbreviations on the itemized form or requests for funds that you feel need special justification.

Budget Rationale

Is there adequate documentation for requested funds?

Your ability to document the need for the grant funds is worth 5 points and corresponds with item #2 under Budget on the Project Evaluation Form: "There is adequate documentation in the proposal to support the budget."

Proposals that show only a "bottom line" figure are usually not approved. When determining what to itemize, use your common sense. For example, if an item, such as supplies (paper, pens, typewriter ribbons), costs less than $100, you would not need to itemize. Once again, you should consult with your institution's financial personnel if you have any problems or questions.

Evaluation

Is my evaluation plan sound and thorough?

The purpose of evaluation is to determine the worth of your program. The information derived from a systematic evaluation serves the interests of three particular groups:

- The project staff can use the information before the end of a project to decide whether modifications are necessary to accomplish all objectives.
- The organization that has received the grant may use the evaluation to decide whether to continue the project after the grant money has been exhausted.
- And the BACE deserves to know at the end of the grant period whether its investment was wise.

The extent to which your evaluation plan is thorough and sound is worth 5 points and corresponds with item #4 under Plan of Operation on the Project Evaluation Form: "The plan for evaluation of the effectiveness of the program and the extent to which objectives are met is included in the proposal."

Therefore, your plan of evaluation should show the review committee that you have provided a way to assess the effectiveness of your materials, activities, administrative arrangements, and role-determined tasks in meeting your stated objectives. Moreover, your plan should establish who will gather the data for evaluation and specify when the data will be collected.

Although there are several broad types of evaluation, the two most common are formative and summative. A formative evaluation is designed to generate information that can be used to improve a project during its operation and is, therefore, of most interest to the project staff. A summative evaluation, on the other hand, is intended to produce evidence of the success of the project. Both the grant recipient institution and the funding agency are primary audiences for the summative evaluation.

In the introduction to this subsection, you should first discuss the focus and purpose of the evaluation (i.e., summative and/or formative) and describe what evidence will be evaluated (not how it will be evaluated). Next, you must specify the sources of the evidence. These sources might include the participants, tests, surveys, interviews, observations, files, and correspondence, among others. Hand-in-hand with this information goes a description of the instruments you will use to collect the evidence. If you plan to use instruments that already exist, comment on their validity, reliability, availability, and cost. If you are developing your own instruments, explain how you will test them for validity and reliability. It is a good idea to include in an appendix a copy of any instrument you have used.

You should also tie the steps in the evaluation plan to your timeline, specifying when your evidence will be collected. Finally, you should mention the person responsible for conducting the evaluation.

Below is a sample format for the evaluation section.

Objective 1:
To increase voluntary oral participation at training sessions

Evaluative Measures

1. Quantitative data*: Frequency and length of voluntary comments or questions at training sessions.

2. Qualitative data**: Attitudes of trainees regarding oral participation at training sessions.

Data Collection Methods

1. Observe, count, and time instances of trainee-initiated dialog *(You need to explain in more detail.)*

2. Interviews with trainees *(You need to explain in more detail.)*

**Quantitative data refers to information that can be counted, e.g., the number of times something occurs.*

***Qualitative data simply refers to information that cannot be counted, such as perceptions and attitudes.*

Generally, formative evaluations of projects that propose to develop products are more complicated to design than those that propose to implement training programs. For example, if you intend to develop training materials, such as a videotape, how might you evaluate your work in progress?

- Have the script evaluated by colleagues familiar with the subject matter you are presenting.
- Field test the product at conferences or workshops.
- Present to members of the potential target audience for feedback.

Below are excerpts of inadequate and adequate evaluation statements. Notice that the inadequate statements lack detail while the adequate evaluation statements provide much more specific information.

Inadequate

Periodic review with the project coordinator and Director of Adult Education will determine the extent to which the objectives are being met.

Inadequate

Each of the core concepts, vocabulary, elocution, listening, reading, and writing, will be measured by appropriate modalities independent of each other.

Adequate - Formative Evaluation

Upon satisfactory completion of the guides, the project coordinator will meet with the four area Coordinators for Adult and Community Education and the Director of Adult and Community Education for final approval of the guides. To evaluate the project's effectiveness the Director of Adult and Community Education, during the 19XX-XX school year, will conduct a survey to determine teacher/student satisfaction with the learning guides, plus compare 19XX graduate records with 19XX records in an attempt to establish a correlation between improved student performance and the use of culturally diverse teaching strategies.

Adequate - Formative Evaluation

The development of the education and training model will be characterized by ongoing evaluation as can be seen in the plan of operation. Check points and opportunity structures for participant feedback will be incorporated following each activity phase. Intermittent participant review follows key elements and provides for informed transition from one activity to another within each phase. Project and staff will develop a framework for field participant review and feedback at midpoint of the project.

Further, project staff will utilize state and national forums/conferences and other collaborative regional and national review and networks to incorporate evaluative comments from state and national leaders in the field of adult literacy.

Adequate - Summative Evaluation

The plan which results from this proposal will be evaluated in its entirety by the team of university experts whose areas of expertise are covered by the activities herein. To complement the evaluation by experts, the plan will undergo final review and evaluation by the participant network of administrators, instructors, and advisors who implement DOE projects.

Facilities

Are the facilities and resources available?

This component, ADEQUACY OF RESOURCES, is worth 5 points and corresponds to item #2 under Plan of Operation on the Project Evaluation Form: "Facilities and other resources are adequate to carry out the objectives of the project."

Your mission here is to convince the reviewers that your facilities, equipment, supplies, and other resources are readily available and satisfactory for performing the activities of your project. Descriptions of special facilities that are tailored to fit the project should be included in the narrative, while standard descriptions are placed in an appendix.

If you intend to use equipment or facilities that belong to another institution, include a letter of authorization that indicates when they will be available for your

use. And if there is ever a charge for the equipment or facilities that you plan to use, don't forget to itemize them in your budget. You should be aware, however, that grant funds cannot be used to purchase "capital" equipment, such as computers, projectors, etc., but they can be earmarked for materials, such as software, tapes, books, and the like.

Below is an example of a statement that ensures the adequacy of resources.

Example

The **University of South Florida** is especially suited to implement the proposed project. The project will be housed in the College of Education, Department of Adult and Vocational Education. Major responsibility for implementing the project is with the Adult Education program area. Interdepartmental cooperation will assure appropriate utilization of resources college-wide.

The project will be implemented with substantial support from the following:

The Florida Center for Professional Development (CPD). CPD is responsible for developing, coordinating, and managing educational outreach activities and bringing together outstanding resources from the University and beyond to meet current and evolving needs of individuals in Florida and the nation.

Center for Effective Instruction (CEI). Through the College of Education, CEI provides development and dissemination services and training in several educational areas. Adult education, adult literacy, and vocational education are areas in which the Center has strong components and considerable expertise.

Abstract

What is the abstract?

Although the abstract appears as one of the first pages of your proposal, it must be written last. The abstract is actually a summary of the significant points of your proposal and gives the review committee some insight into your project.

Because of its important purpose and the inherent constraints -- an abstract may not exceed one page and must be double-spaced -- you should take extra care in composing it. An abstract that deviates from the prescribed format or that does not adhere to the single-page limit (the BACE has received proposals with abstracts as long as five pages!) reflects a negative image on your management capabilities.

Paraphrase broadly but accurately the following information from the narrative:

- need
- goals
- objectives
- procedures
- key terms

Remember that the abstract is usually the first page to be read by the review committee. It is this first impression, good or bad, that the reviewers carry with them as they read the details of your proposal.

Below are examples of unacceptable and acceptable abstracts.

UNACCEPTABLE

School Board Summary
Vocational, Adult And Community Education

"Unraveling Social Differences"

Adult Education Grant For Section 353 Of The Adult Education Act 19xx-19xx

Project Purpose:

- To increase minority participation in the competency-based adult education program by:
  - Revising the curriculum guides to include instructional strategies that promote minority student retention.
  - Training adult education teachers to recognize cultural traits.
  - Unraveling social differences to present effective educational concepts.

Description:

One part-time educator will insure completion of program objectives.

Eighty adult education teachers will receive in-service training in developing and implementing culturally diverse teaching strategies.

Twenty of the eighty teachers will use the material generated during inservice training:

- To revise the current curriculum guides to include instructional enhancers.
- To combine standards where appropriate.
- To rewrite guides that were based on textbooks that have gone out of print.

Budget: $16,931.

- Salary and benefits .... $16,361.
- Travel .... $250.
- Printing .... $320.
- No cost to School Board

Although much of the information in this example should be appropriately included in an abstract, some necessary information, such as efforts made toward establishing interagency cooperation or coordination, dissemination, and evaluation, has not been mentioned. In addition, this abstract contains information unnecessary in an abstract, such as the breakdown of the budget.

ACCEPTABLE

As Florida and the nation persist in their efforts to raise literacy levels, a variety of activities and programs have been developed, the most prolific of which have been those programs directed at the eradication of basic and functional illiteracy in those requiring literacy services. By comparison, comprehensive programs which address the professional development of individuals who provide these services, i.e., those who administer, advise, or instruct in literacy programs, have been considerably fewer. It is toward that perceived deficit that this proposal is directed.

This proposal incorporates the development of a comprehensive education and training model specifically designed to address the needs of adult literacy education instructors and administrators and the boards and councils who advise adult literacy programs sponsored through the Department of Education (DOE) and to identify volunteer and paid, public and private options for meeting education and training needs statewide. The model will be comprehensive in that it will address multiple categories of programmatic needs and responses. It will be applicable to multiple levels of need and will incorporate several points at which providers may enter and exit the education and training process. As a comprehensive unit, it will comprise a master plan for developing adult literacy leadership over the three years following development of the model.

Appendices

What do I include as appendices or supporting documents?

Appendices (or appendixes) are used to present information that you feel is essential for the reviewers to know, but that is not directly relevant to your proposal narrative. However, any item that appears in an appendix must be either described or referenced in the narrative itself. Some items that may appear as an appendix include the following:

- summary tables
- vitae of key personnel
- organizational charts
- organizational history
- letters of endorsement
- samples of instruments
- clearances to administer tests
- samples of intended product development
- product brochures
- management guidelines (other than those included in the Plan of Operation component)
- a capability statement (if your school or organization is new or not well known)

A capability statement usually covers three areas: history, resources, and credibility. If it is at all possible, shape the information to match your proposed project.

In relating the history of the organization, indicate when it was founded, the source of its funds, and its guiding philosophy, mission, or goals. In addition, discuss the experience of the organization, highlighting its significant programs and achievements.

The organizational resources that you should mention include the administrative structure, the qualifications and background of the staff, the channels for financial and procedural accountability, and any

special equipment owned or managed by the organization.

There are several ways to establish your organization's credibility. You can list memberships in national organizations, cite publications that refer to your organization's work, and mention achievement of accreditation or other standards. You should also point out any endorsements or commendations your organization may have received from officials, other organizations or agencies, community groups, or newspaper editorials.

Project Completion

What will happen to the project/product after the grant is completed?

Your answer to this question is worth 10 points and is correlated with item #5 under Plan of Operation on the Project Evaluation Form: "The project provides for continuing activities and services after the completion of the project." This information is usually included in the BUDGET EXPLANATION component. (For some ideas on how to ensure continuation of the project, see "How can I sustain project activities beyond the funding period?" in Chapter 1 of this guide.)

For further ideas on project continuation, see the section below that discusses dissemination techniques.

Dissemination

How will I build in dissemination of the project?

Dissemination is the act of circulating the outcomes of your project. The manner in which you propose to disseminate your findings or product is worth 10 points and corresponds with item #6 under Plan of Operation on the Project Evaluation Form: "The format for dissemination is complete and comprehensive." This component may be addressed either in the PLAN OF OPERATION or, if it is extensive, in a separate section labeled DISSEMINATION. In either

case, the activities involved in dissemination should be scheduled on the timeline.

To determine the most appropriate and effective dissemination approach, you first need to decide who will benefit from learning the results of your project and how they will use this knowledge. For example, if your purpose is simply to inform others in the field about the operation and results of your project, then dissemination can be achieved through publications, such as newsletters, pamphlets, and journal articles, or by reports given at conferences or meetings. However, if you want others to use the results in some particular way, then the dissemination may be approached through workshops or training programs; on-site demonstrations; or slide shows, videotapes, or audiocassettes that explain how to use or adapt your program. If the result of your project is a product, then you must decide who will benefit from receiving it and how it will be delivered.

Regardless of the approach you favor, you must also consider the personnel it will require to carry it out effectively as well as any costs that must be included in the budget.

A few examples of dissemination statements are given below.

Example

Dissemination for this project will be accomplished through presentations at the FAEA/FACE and Florida Literacy Coalition conferences. In addition, information on the project will be mailed to parties requesting it.

Example

Materials developed during the conduct of the project will be sent to the Bureau Chief, Mopan Private Industry Council, the Center for Adult Literacy, the ACE Network and area coordinators for ABE. Dissemination from those points will be made on the basis of each agency's particular use and needs.

Documents Needed

What other documents are needed?

The RFP that you receive from the BACE will include various documents that you or your organization must complete and submit with the proposal. For example, the RFP for grants awarded under Section 353 contains three documents that must accompany the proposal.

- General Statement of Assurances
- Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: Lower Tier Covered Transactions
- Certification Regarding Drug-Free Workplace Requirements: Grantees Other Than Individuals

Each of these documents carries its own instructions and generally requires only signatures and dates.

Project Title

What should I title my project?

Choose your title carefully. You need to use your imagination when you create your title; however, do not let your creativity get out of hand. A title that is flippant or funny is often not taken seriously. Instead, a good title is short and descriptive, reflecting the primary goal of the project.

A few practices that you should probably **AVOID** when you create your title include the following:

- Beginning your title with the words, "A Project To ."
- Using acronyms.
- Including foreign terms.

Chapter 3
After You Apply

What Do I Do After The grant Proposal Is Complete?

- **Where Do I Send This Packet and What Happens From Here?**
- **What Happens If ...**
  - ✓ **The project is not funded?**
  - ✓ **The project is renegotiated?**
  - ✓ **The project is funded?**

Chapter 3

What Do I Do After The Grant Proposal Is Complete?

Once you have finished writing the proposal and completing all of the forms, you should re-read the RFP one more time to make sure that you haven't forgotten anything. Check the application and forms for all required signatures and then organize your proposal and the forms in the appropriate sequence which is specified in the RFP. Once you have your packet organized, make at least three copies of the original. The BACE requires the original plus two copies; the other copy is for your file. Make sure that the copies are of good, **READABLE** quality. (See Appendix 7 for a sample of an illegible document that was submitted for consideration.) Finally, write a short letter of transmittal that indicates what is in the packet.

Mailing the Proposal

Where Do I Send This Packet and What Happens From Here?

Once you have organized your application packet and double-checked to make sure that all elements have been included and are in the proper sequence, send your package, by either mail or courier service, to the BACE. Check the letter of transmittal that accompanies the RFP for the proper address. Make sure you allow enough time for delivery so that your application reaches the BACE in Tallahassee no later than the close of the business day on which it is due. The deadline usually appears in two places: in the RFP transmittal letter and in the "Timelines" section of the RFP Guidelines. Proposals that do not make the deadline are not considered.

It is a good idea, however, to get a "Return Receipt Request" when you mail your proposal so that you will know for sure whether the BACE receives your packet on time.

After you have delivered your proposal, you can take a break for a couple of weeks (you'll need the rest). The entire review process generally takes about one month. Don't call the BACE regarding your status; you will receive a letter in the mail.

Project Rejected

What Happens If The Project Is Not Funded?

If your project is not approved for funding, don't give up and throw the proposal (which should represent weeks of hard work and contain your brightest ideas!) in the trash. Instead, you should seek feedback that will help you revise and refine your proposal for resubmission.

The best source of constructive criticism comes from the funding agency's reviewer comments. Examine their evaluations carefully, looking for answers to the following questions.

- What did I do that I shouldn't have done?
- What did I forget to do?
- Was the primary problem with the concept itself or with the presentation of the concept?
- Which components/subcomponents of the proposal were a problem and why?
- Where do the reviewers share a consensus regarding problem areas?

With the answers to these questions, meet with the rest of your project staff and begin revisions.

Depending on the circumstances, you may also want to look for other possible funding agencies.

Project Renegotiated

What Happens If The Project Is Renegotiated?

Occasionally, the review committee may find your proposal interesting and would like to approve your project, but either there are not enough funds available to grant the amount you requested or the reviewers believe that you could carry out your project on a smaller budget. If a situation should arise where you are asked to negotiate funding, do not compromise lightly. One of the biggest mistakes you could make is to agree to a reduced budget without reducing the scope of the project.

If you are asked to negotiate, avoid making major modifications on the spur of the moment. Instead, ask the funding agency to supply you with a list of the items that are to be reduced before any negotiations take place. With this list in hand, you can then determine how to reduce the scope of the project so that it is in line with the lower budget. In addition, ask the financial personnel at your institution to help you revise your budget.

Occasionally, the funding agency may want to negotiate to enlarge the scope of a project. When you negotiate an item that requires the addition of duties, don't forget to increase the budget appropriately.

If the negotiation is successful, make sure that all changes are put in writing before the grant agreement is finalized.

Project Funded

What Happens If The Project Is Funded?

If you receive a notification of approval, you can celebrate; but you should not start spending any money until you receive official confirmation from the grant program administrator authorizing the expenditure of funds.

Of course, you will be expected to manage the project in the manner that you set forth in your proposal. However, the letter of award notification may set additional management procedures. For example, the letter of approval will specify the amount of funds awarded, the project period, and any special restrictions imposed by the Florida DOE. In addition, you can expect the DOE to monitor the management of your project. The DOE will check on the performance of your project activities to ensure that you are making adequate progress toward achieving the goals that you stated in your proposal. The agency will also monitor your compliance with any existing applicable statutes, rules, and regulations.

In effect, your approved proposal constitutes a contract, i.e., you are obliged to carry out the project in the manner you proposed and for the amount of money you proposed. Any major alterations to your proposal must be approved before putting them into practice. The types of changes that require funding agency approval are outlined in the RFP under the heading "AMENDMENTS."

Products developed via these projects, such as manuals, brochures, video or cassette tapes, are considered public domain since they were developed with public funds. Consequently, products should not be copyrighted.

You are required to acknowledge that products, materials, and documents were developed via funding under the provisions of the *Adult Education Act*, Public Law 100-297. The legislative requirement is quoted below:

> When issuing statements, press releases, requests for proposals, bid solicitations, and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds including but not limited to State and local governments, shall clearly state (1) the percentage of the total cost of the program or project which will be financed with Federal money and (2) the dollar amount of Federal funds for the project or program.

You are required to file a final project report within 30 days after the closing date for the project, using the appropriate form, which is available from the BACE. In addition, five copies of each product that you have developed during the course of the project must accompany your final report unless you have applied for and received an exemption from the Bureau Chief.

When the project is complete, do not delay on carrying out your dissemination plans.

If you built continuation into your project, make sure that you fulfill the promises that you made in your proposal.

APPENDICES

- **Appendix 1:**
  Titles Of Previously Funded Grant Proposals
- **Appendix 2:**
  The Three Domains Of Behavioral Objectives
- **Appendix 3:**
  Verb List For Stating Objectives
- **Appendix 4:**
  Sample Tables For A Plan Of Operation
- **Appendix 5:**
  Sample Vitae
- **Appendix 6:**
  Sample Organizational Charts
- **Appendix 7**
  Illegible Documents
- **Appendix 8:**
  Additional Resources
- **Appendix 9:**
  Forms

Appendix 1

Titles Of Previously Funded Grant Proposals

Section 353 Projects

Funded 353 Projects
1988-89

Title	Grantee	Grant Amount
Neighborhood Literacy & Job Placement Program	ACTION, Inc., Tampa	$70,000
Reach Out for Literacy	Broward County Schools	$50,000
"You Can!" Literacy Plan	Central Florida Community College	$20,000
Leadership Training and Development for Low-Income Women	City of Tallahassee	$11,420
Model Family Education Center	Daytona Beach Community College	$43,400
Adult Ed. - Dropout Recovery Project	Florida Atlantic University	$48,380
Reading, 'Riting, 'Rithmetic and Recipies	Florida Community College at Jacksonville	$25,260
PLATO Literacy Program	Florida Community College at Jacksonville	$35,000
Local Literacy Planning Module	Florida Literacy Coalition	$108,266
Technical Assistance in Implementing the Adult Literacy Plan	Florida State University	$37,423
Operation College	Hillsborough Community College	$40,700
Reading Guidebook for Parents	Hillsborough County Schools	$4,080
Adult Basic Literacy: Teacher Resource Packet and Training Workshop	Indian River Community College	$18,430
Comprehensive Curriculum -- ABE Elderly	Leon County Schools	$21,185
Outreach Childbirth Education	March of Dimes Birth Defects Foundation, Tampa	$50,000
The Gadsden Senior Citizens Project Specialized Survival Demonstration Project	North Florida Educational Development Corporation	$38,650
Project Tell	Orange County Schools	$39,201
Operation Storefront/Adult Literacy Outreach	Pasco County Schools	$34,600
Literacy Volunteers of Washington County	Washington County Council on Aging	$18,000

Funded 353 Projects
1989 - 1990

Title	Grantee	Grant Amount
Competency-Based Adult Education High School Credit Curriculum Revision Project	Brevard Community College	$70,000
Project LIFE: Literacy is for Everyone	Broward County Schools	$50,899
Statewide Communications Strategies	Florida State University	$31,719
The Social and Economic Impact of Adult and Community Education Programs	Florida State University	$60,000
ESOL Adult Assessment System	Dade County Schools	$30,000
Connections	Daytona Beach Community College	$60,000
Focus on Workplace Literacy Programs	Florida Atlantic University	$20,617
Educate Before You Medicate	Florida Community College at Jacksonville	$14,800
Literacy is a Family Affair	Florida Literacy Coalition, Inc.	$65,548
Partnerships in Literacy	Florida Literacy Coalition, Inc.	$62,000
Gulf County Literacy Volunteers Project	Gulf County Commission	$35,476
I Can Read Well (An Occupational Advantage)	Hillsborough Community College	$30,000
Activities and Materials - ABE Elderly	Leon County Schools	$35,000
Immigration Stress: Families in Crisis	Leon County Schools	$19,012
Outreach Childbirth Education	March of Dimes Birth Defects Foundation, Tampa	$37,900
Adults NEWS Project (Newspapers Educating Willing Students)	Orange County Schools	$30,000
Competency-Based ABE/ESOL Curriculum Development	Palm Beach County Schools	$40,000
Probationers' Educational Growth	Pasco County Schools	$41,700
Sigma Enhancing Educational Development	Phi Beta Sigma Fatemity, Jacksonville	$28,000
Familiy Literacy: An Interagency Demonostration Project	Pinellas County Schools	$19,825
Surving and Succeeding as an LEP Family	Pinellas County Schools	$9,523
Family Reading Partners: A Whole Language Integenerational Literacy Training Component Development	Washington County Schools	$42,744

Funded 353 Projects
1990-91

Title	Grantee	Grant Amount
CBAE High School Curriculum Revision Project Part II	Brevard Community College	$62,474
Literacy Involves Family Teams (LIFT)	Broward County Schools	$40,000
Project TEACH	Broward County Schools	$50,000
Comprehensive Student Retention Support Group System for Adult Learners	Escambia County Schools and Pensacola Junior College	$55,695
Computer Assisted Instruction for Adult Basic Students	Flagler County Schools	$30,000
Workplace Literacy Training and Dissemination Project	Florida Atlantic University	$22,142
Adult and Community Education Societal and Economic Impact and Evaluation of GED for At-Risk Students	Florida State University	$65,000
Comprehensive Education and Training Model for Florida's Adult Literacy Leadership	Florida State University	$60,000
Statewide Communication Strategies – *Lifeline*	Florida State University	$45,906
Teaching Adults with Learning Disabilities	Leon County Schools	$40,000
Training for Volunteers for Adult Literacy Programs in Dade County	Miami-Dade Community College	$43,900
ABE Demonstration Project	The Miccosukee Corporation	$64,897
Family Literacy	Orange County Schools	$30,000
Foundations Skills Based ABE Curriculum Project	Orange County Schools	$22,553
Competency-Based ABE/ESOL Curriculum Development	Palm Beach County Schools	$30,000
Probationers' Educational Growth II	Pasco County Schools	$40,000
Bridging the Gap: A Workplace Literacy Model for Developmentally Disabled Adults	Pinellas County Schools	$29,071
REACH and TEACH: An Early Intervention Family Literacy Model for Agencies Serving "At-Risk" Families	Pinellas County Schools	$48,512
CBAE Capitalizing on Culture	Polk County Schools	$15,000
Workplace Literacy for Hotel/Motel Workers	Polk County Schools	$17,500
Project PASS (Personalized Academic Success Strategies)	Seminole Community College	$48,000
Project Turn Around	Seminole Community College	$7,000
Competency-Based Adult Education	Suwanne County Schools	$17,595
A Class Act	Wakulla County Schools	$40,000

Appendix 2

The Three Domains Of Behavioral Objectives

COGNITIVE DOMAIN
mental processes

- Example:
  Given a newspaper article, the student will identify the prefixes and suffixes it contains.

AFFECTIVE DOMAIN
attitudes, emotions, values, and interests

- Example:
  In a discussion of local political issues, the student will show an increased sense of responsibility as a citizen by discussing possible ways citizens can influence local decisions.

PSYCHOMOTOR DOMAIN
neuromuscular coordination

- Example:
  Given lined paper and a pencil, the student will print the alphabet both in capital and lower case letters.

NOTE: Objectives do not always fall exclusively in one domain or another. Both the examples in the affective and psychomotor domains require cognitive processes, recall of certain facts. However, the objectives are concerned with affective and psychomotor outcomes.

COGNITIVE LEVELS

KNOWLEDGE
recall of facts

COMPREHENSION
restating knowledge

APPLICATION
applying or using information in a new situation

ANALYSIS
examining parts of a communication and the relationship between parts

SYNTHESIS
putting together information in a unique or novel way to solve a problem

EVALUATION
making judgment based on given criteria

Appendix 3

Verb List For Stating Objectives

Verbs for More Precise Objectives

Unfortunately, there are many words open to misinterpretations. These are words that should be avoided if an objective is to possess a measurable quality.

Consider the following examples of words in this light:

to know	to grasp the significance of
to understand	to enjoy
to really understand	to believe
to appreciate	to have faith in
to fully appreciate	to realize

Thus, the objective that communicates best will be one that which describes the outcome well enough to preclude misinterpretation.

The verbs used in objectives in the cognitive domain often indicate the level of thought at which students are functioning. The following list is provided to help the educator recognize levels of thought and to write objectives that address the various levels of skill in the cognitive hierarchy. (Bloom's taxonomy of thinking skills are arranged from basic to expert: (1) knowledge [most basic] , (2) comprehension, (3) application, (4) analysis, (5) synthesis, and (6) evaluation

For convenience, examples of infinitives are listed under headings that correspond with Bloom's Taxonomy. You should understand, however, that the lists are not comprehensive and that they provide merely possible suggestions for infinitives. In addition, some verbs may be used in more than one category. For example, the term identify can be used in various ways. It is appropriate in each of the following:

- **Knowledge:**
  Identify the correct definition of a term.
- **Understanding:**
  Identify examples of the principle.
- **Application:**
  Identify proper grammar usage.
- **Analysis:**
  Identify the parts of a sentence.

Knowledge

Objectives that focus on the knowledge level aim to measure the recall of specific facts or previously learned material.

to count	to point	to relate
to define	to provide	to repeat
to distinguish	to quote	to review
to draw	to read	to state
to indicate	to recall	to tabulate
to list	to recite	to trace
to name	to recognize	to underline
to observe	to record	to write

Comprehension

Objectives that focus on the comprehension level aim to measure the ability to grasp the meaning of material or to restate material that has already been learned.

to associate	to distinguish	to locate
to classify	to edit	to predict
to compare	to estimate	to rephrase
to compute	to extrapolate	to restate
to conclude	to give in own words	to rewrite
to contrast	to infer	to summarize
to describe	to interpret	to translate
to differentiate		

Application

Objectives that focus on the application level aim to measure the ability to apply or use learned material in new and concrete situations.

to apply	to illustrate	to produce
to calculate	to implement	to purchase
to choose	to increase	to relate
to complete	to install	to repair
to conduct	to modify	to show
to demonstrate	to order	to solve
to discover	to practice	to transfer
to employ	to predict	to use
to examine	to prepare	to utilize

Analysis

Objectives that focus on the analysis level aim to measure the ability to break down material into its component parts so that its structure may be understood.

to analyze	to distinguish	to investigate
to classify	to divide	to outline
to compare	to examine	to point out
to construct	to explain	to reduce
to deduce	to group	to relate
to detect	to identify	to separate
to diagram	to illustrate	to summarize
to differentiate	to infer	to transform
to discriminate		

Synthesis

Objectives that focus on the synthesis level aim to measure the ability to put together information in unique or novel way to solve a problem.

to arrange	to develop	to plan
to assemble	to formulate	to prepare
to build	to generalize	to prescribe
to combine	to integrate	to produce
to compose	to modify	to propose
to construct	to originate	to put together
to create	to organize	to synthesize
to design		

Evaluation

Objectives that focus on the evaluation level aim to measure the ability to make value judgments based on given criteria.

to appraise	to determine	to rate
to argue	to estimate	to recommend
to assess	to evaluate	to regulate
to compare	to grade	to select
to contrast	to judge	to test
to decide	to rank	to validate

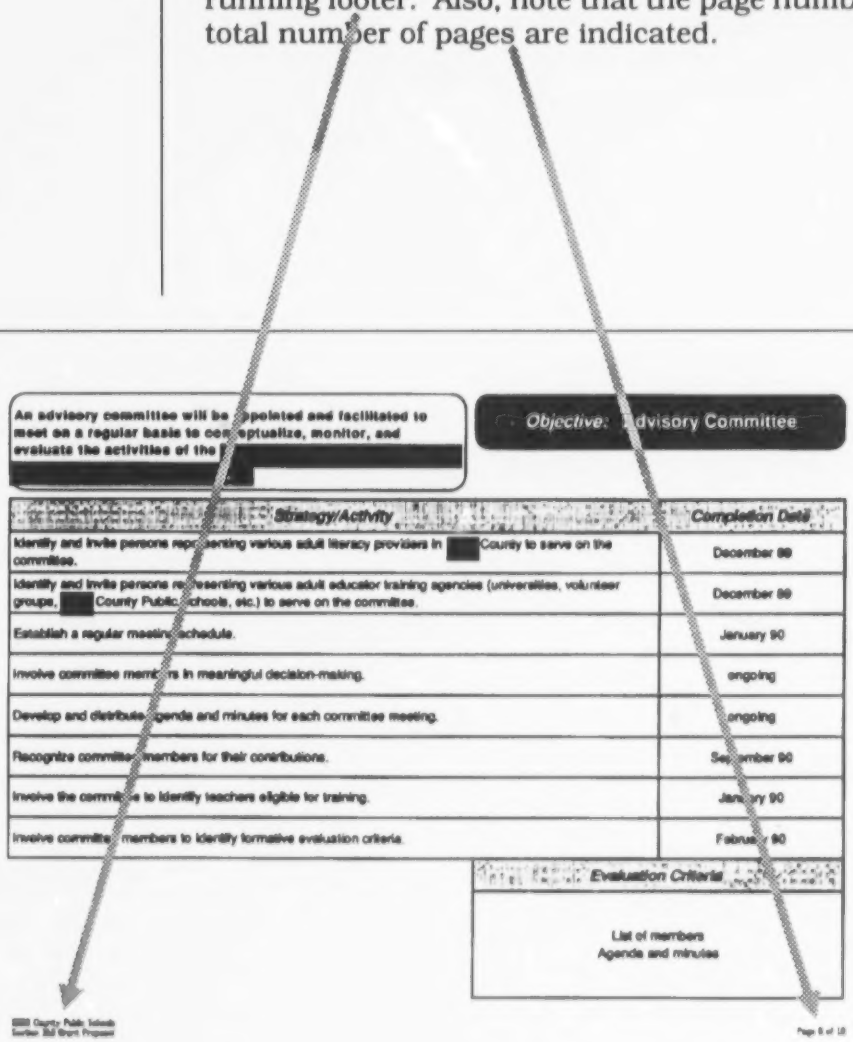
Appendix 4

Sample Tables for Plan Of Operation Table

Exhibit #4 Sample Plan of Operation Table

This format presents one objective on each page. In addition, strategies, completion dates, and evaluative criteria are included with the objective.

Note that the name of the agency appears as a running footer. Also, note that the page number and total number of pages are indicated.



An advisory committee will be [illegible]ppointed and facilitated to meet on a regular basis to con[illegible]ceptualize, monitor, and evaluate the activities of the [redacted]

Objective: [illegible]dvisory Committee

Strategy/Activity	Completion Date
Identify and invite persons rep[illegible]senting various adult literacy providers in [redacted] County to serve on the committee.	December 89
Identify and invite persons re[illegible]presenting various adult educator training agencies (universities, volunteer groups, [redacted] County Public [illegible]chools, etc.) to serve on the committee.	December 89
Establish a regular meetin[illegible]schedule.	January 90
Involve committee mem[illegible]rs in meaningful decision-making.	ongoing
Develop and distribute [illegible]genda and minutes for each committee meeting.	ongoing
Recognize committee [illegible]members for their contributions.	Sep[illegible]mber 90
Involve the commit[illegible]e to identify teachers eligible for training.	Jan[illegible]ry 90
Involve committe[illegible] members to identify formative evaluation criteria.	Febru[illegible] 90

Evaluation Criteria
List of members Agenda and minutes

[illegible] County Public Schools
Section 353 Grant Proposal

Page 5 of 10

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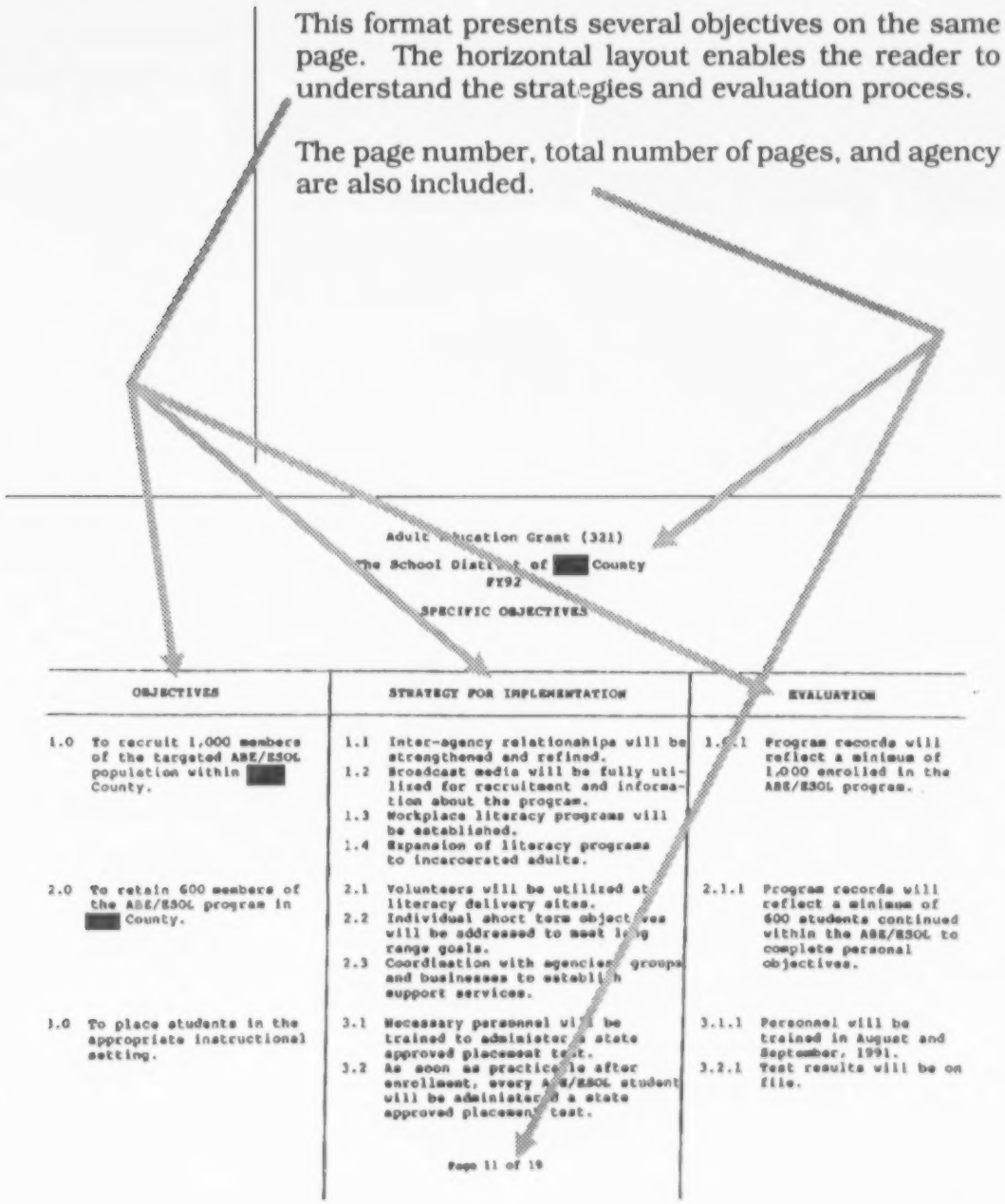
Exhibit #5 Another Plan of Operation Table

This format presents several objectives on the same page. The horizontal layout enables the reader to understand the strategies and evaluation process.

The page number, total number of pages, and agency are also included.



Adult Education Grant (321)

The School District of [redacted] County

FY92

SPECIFIC OBJECTIVES

OBJECTIVES	STRATEGY FOR IMPLEMENTATION	EVALUATION
1.0 To recruit 1,000 members of the targeted ABE/ESOL population within [redacted] County.	1.1 Inter-agency relationships will be strengthened and refined. 1.2 Broadcast media will be fully utilized for recruitment and information about the program. 1.3 Workplace literacy programs will be established. 1.4 Expansion of literacy programs to incarcerated adults.	1.0.1 Program records will reflect a minimum of 1,000 enrolled in the ABE/ESOL program.
2.0 To retain 600 members of the ABE/ESOL program in [redacted] County.	2.1 Volunteers will be utilized at literacy delivery sites. 2.2 Individual short term objectives will be addressed to meet long range goals. 2.3 Coordination with agencies, groups and businesses to establish support services.	2.1.1 Program records will reflect a minimum of 600 students continued within the ABE/ESOL to complete personal objectives.
3.0 To place students in the appropriate instructional setting.	3.1 Necessary personnel will be trained to administer a state approved placement test. 3.2 As soon as practicable after enrollment, every ABE/ESOL student will be administered a state approved placement test.	3.1.1 Personnel will be trained in August and September, 1991. 3.2.1 Test results will be on file.

Page 11 of 19

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Appendix 5

Sample Vitae

Exhibit #6 Sample Vitae

I. C. SPOTTS
224 My Street
Ourtown, FL 31270

Education-Certification

- Master of Arts in Adult Education, University of South Florida, 1973
- Bachelor of Arts in Sociology, Louisiana State University, 1963
- Florida Certification: Administration, Junior College, English, Sociology

Professional Experience

Twenty-five years' experience in education as county-level administrator, principal,federal project director, and teacher. Teaching experience includes full time in secondary and post-secondary/adult education; part time at Mashburn Junior College.

Highlights include the following:

- 1984 - present
  DIRECTOR, Adult and Community Education,
  School Board of Winter County

  Responsibilities:

  - Administration of programs in adult literacy, high school diploma and GED, vocational education, personal interest classes and lifelong learning.
  - Supervision of eight school centers with 536 instructors and 150+ off-campus locations and county-wide staff.
  - Project director for numerous successful federal and state grants with individual value from $9,000 to $141,000.
- 1982-1984
  PRINCIPAL, Bay Community School
- 1978-1981
  FEDERAL PROJECT ADMINISTRATOR, Career Education
- 1968-1978
  TEACHER

  Responsibilities:

  - Adult basic education, communication skills, GED, English high school credit, and English for Speakers of Other Languages. At Mashburn Junior College, parenting and human relations.

Related Experience

- PRESIDENT, Bay CONCERN
- PRESIDENT ELECT, State Administrators of Community Education
- REGIONAL TASK FORCE MEMBER, Literacy Volunteers
- MEMBER, Community Coordinating Council
- MEMBER, numerous professional organizations on the national, state, and local levels, having served as board member and officer.

Appendix 6

Sample Organizational Charts

Exhibit #7 Sample Table - Staff Relationships

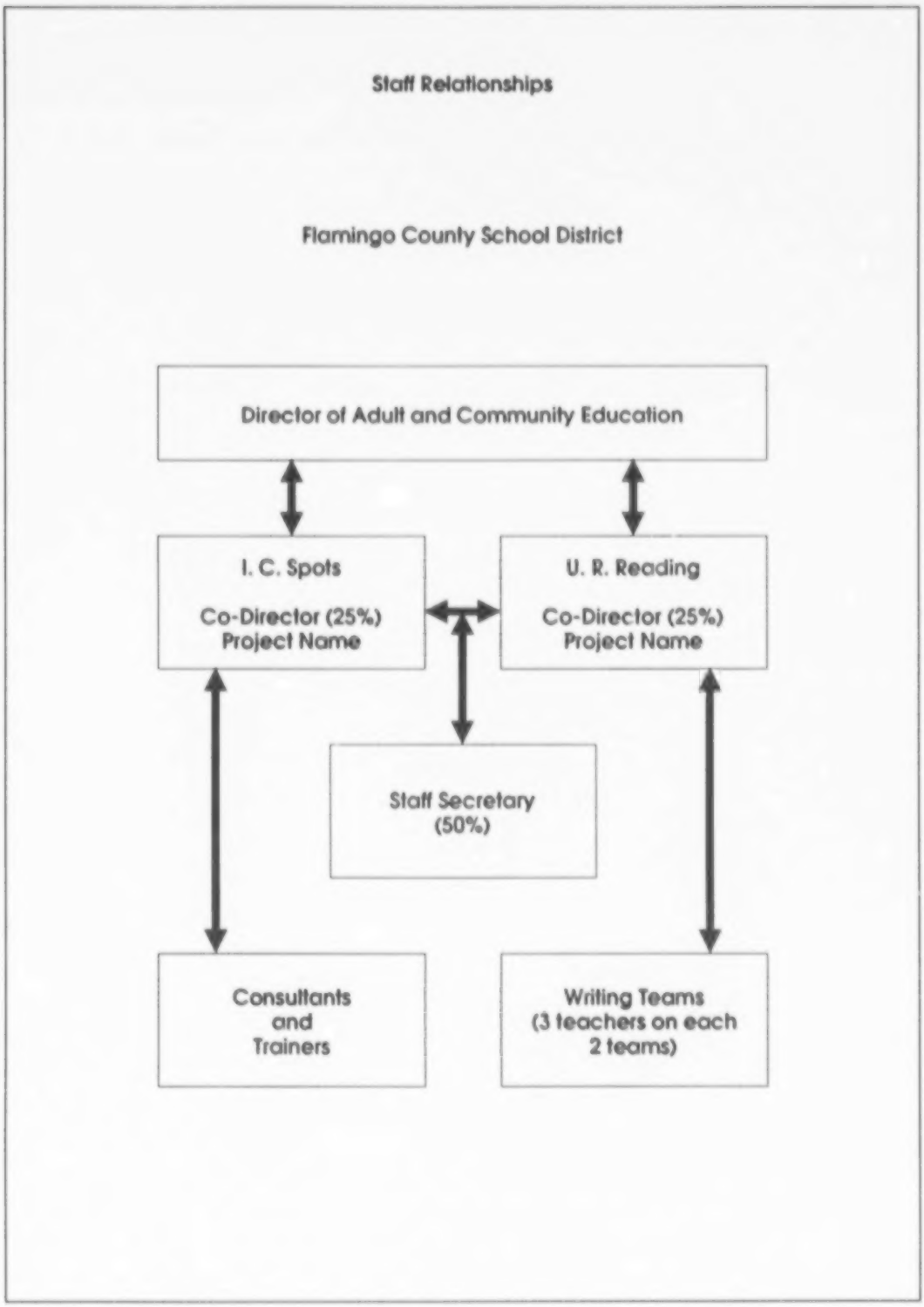
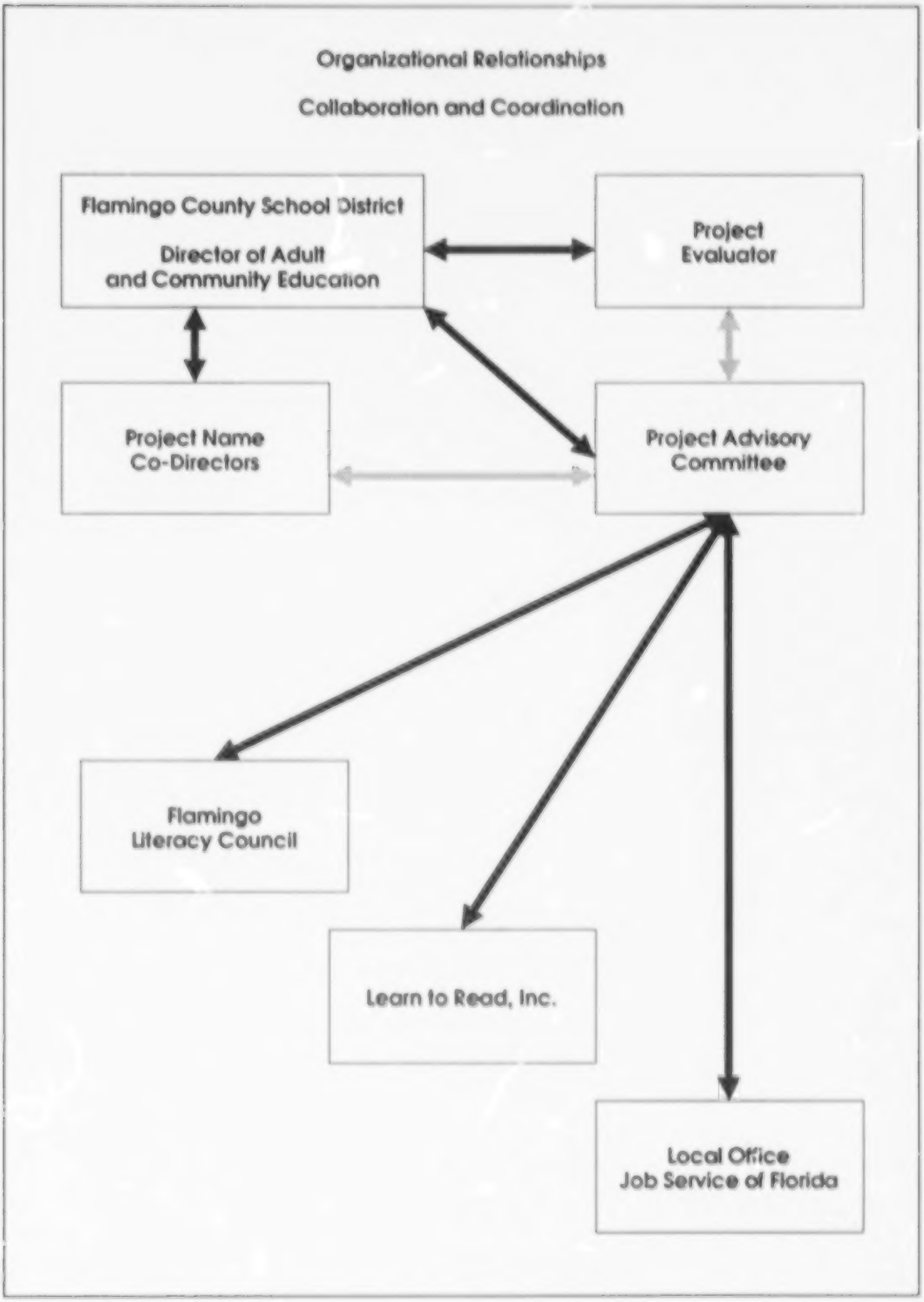


Exhibit #8 Sample Table - Organizational Relationships



Appendix 7

ILLEGIBLE Documents

Pages from Actual Grant Proposals as Submitted for Review

Exhibit #9 Ineffective Example - Page from an Actual Proposal

SUMMARY

Literacy Neighborhood Improvement and
Housing Tenant Self-Sufficiency

This Proposal combines grassroots Adult Literacy outreach and central city and rural [redacted] with low-income illiterate adult housing tenant self-sufficiency development [illegible] the interface of central city and rural neighborhood leaders in the literacy, the project will [illegible] to employ them for a year-long outreach effort to identify and illiterate adults and refer them to the Murfreesville Public Library Computers and literacy [redacted] literacy provided for basic and functional illiteracy [redacted] Outreach workers will be recruited from [illegible] individual neighborhood and tenant associations.

A second component of the outreach effort will identify a number of [illegible] with a [redacted] Computer Assisted Instruction [illegible] The operation [illegible] Part of [redacted] funded VLT and Tenant Advisory Council [illegible] activities but [illegible] community-based organizations [illegible]

[illegible]

RECEIVED
MAR 23 1
ADULT AND COMMUNITY
EDUCATION

54

Exhibit #10 Ineffective Example - Page from an Actual Proposal

PROJECT NARRATIVE

I. Introduction

This 353 Adult Education Project proposes to conduct grassroots neighborhood and federal housing project outreach and educational development for the illiterate adult through the training and involvement of the Neighborhood Leadership Council and the Tenant Advisory Council. The project is innovative in that it takes what basically is a federal initiative, development of housing tenant self-sufficiency, and blends grant community development and seizes the opportunity to improve educational basic skills through the skillful deployment of adult literacy and community-based organization development.

Key organizational players, the organization's purpose and role in the project and community-based organization...

...funded by the ...program from ...leadership ...associations. ...community ...Keep ...neighborhood nature trip to ...letter and public service ...veterans ...community group and has ...grade ...control ...

...has been funded by ... attached support letters.

...Neighborhood Association - Presently composed of 22 ...see ...an apparently ...neighborhood ...to be ...where an owner and city ...there ...apathy ...be ...by ...in other ...concerned about ...before ...changes ...general grassroots issues ...relevant ...meeting of the ...these ...

...literate and ...

...adult ...

Appendix 8

Additional Resources

Green, G. (1988). *A guide to successful proposal writing.* Washington, DC: American Association for Adult and Continuing Education.

Hall, M. (1988). *Getting funded: A complete guide to proposal writing.* Portland, OR: Continuing Education Publications, Portland State University.

Meador, R. (1985). *Guidelines for preparing proposals.* Chelsea, MI: Lewis Publishers.

Przeworski, A., & Salomon, F. (1988). *On the art of writing proposals.* New York: Social Science Research Council.

Smith, C. W., & Skjei, E. W. (1980). *Getting grants.* New York: Harper & Row.

Steiner, R. (1987). *Total proposal building.* Albany, NY: Trestletree Publications.

Appendix 9

Forms

Description of Form	Page
Grant Application Forms, DVE Form 461	92 - 93
Project Budget Summary and Disbursement Report, DOE Form: FA 399	94
Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions	95
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Exhibit #11 Grant Application Forms
DVE Form 461

These forms should be included in Section 321 and Section 353 grant applications.

FLORIDA DEPARTMENT OF EDUCATION
VOCATIONAL, ADULT AND COMMUNITY EDUCATION
SUPPLEMENTAL ADULT EDUCATION UNDER SECTION 321
SPECIAL DEMONSTRATION - TEACHER TRAINING PROJECTS UNDER SECTION 353
ADULT EDUCATION ACT

THIS IS A 321 PROJECT ☐ OR 353 PROJECT ☐

PROJECT NUMBER (DOE Use) 1.91.20
AB2-_____ or
AB3-_____

(1) District/Agency Name:	(2) Contact Person Name:	(3) Contact Person Title:	(4) Contact Person Phone:

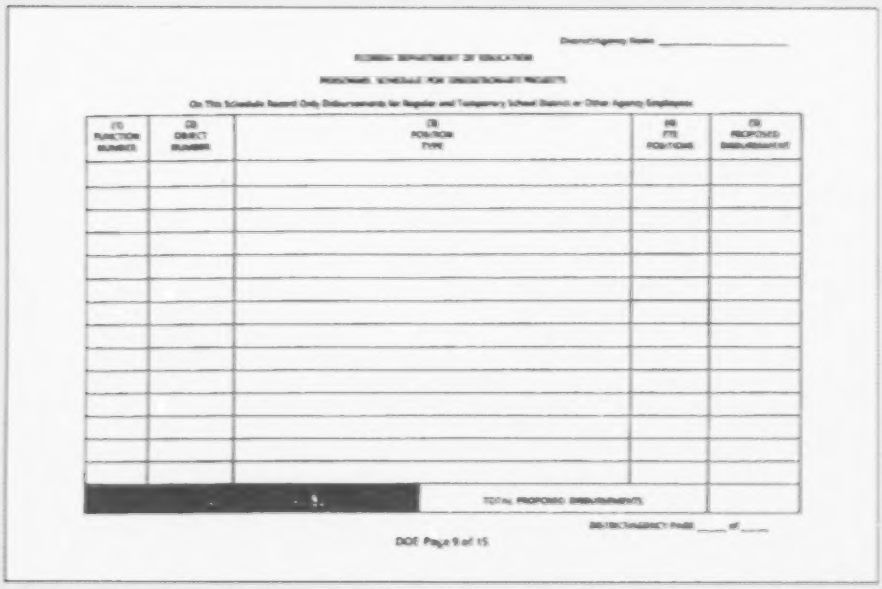
(5) Contact Person Mailing Address: City Zip	(6) Prepared by (If different from contact)

A glossary of terms pertaining to subgrants awarded under the Adult Education Act and applicable policies and procedures pertaining to project amendments, complaint resolution, suspension, termination and closeout of projects are included in Guidelines for Supplemental Adult Education Projects, Adult Education Act, Section 321 and Guidelines for Special Demonstration and Teacher Training Projects, Adult Education Act, Section 353.

(7) Project Title (353 Only)	(8) Type of 353 Project (Check one or both)
	☐ Special Demonstration ☐ Teacher Training

(9) CERTIFICATION FOR FLORIDA SCHOOL DISTRICTS	(10) CERTIFICATION FOR OTHER APPLICANT AGENCIES
The filing of this application has been authorized by the District School Board and the District Superintendent has been duly authorized as the representative in connection with this application. I, _____, do hereby certify that all facts, figures, and representations made in the application are true and correct, and are consistent with the statement of general assurances signed and submitted previously by the district. _____ Signature of Superintendent _____ Date of School Board Approval	The filing of this application has been authorized by the governing body of the applicant and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application. I, _____, do hereby certify that all facts, figures, and representations made in the application are true and correct. Furthermore, all applicable statutes, regulations, and procedures for fiscal control and records maintenance will be implemented to assure proper accountability for funds distributed for this project. _____ Signature of Agency Head _____ Date of Governing Body Approval

DVE 461
Rev. 01/31/92



District/Agency Name _____

FLORIDA DEPARTMENT OF EDUCATION

PERSONNEL SCHEDULE FOR DEMONSTRATION PROJECTS

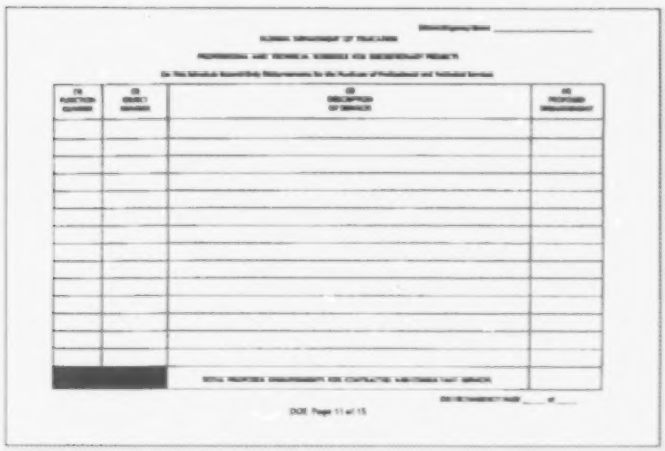
On This Schedule Record Only Disbursements for Regular and Temporary School District or Other Agency Employees

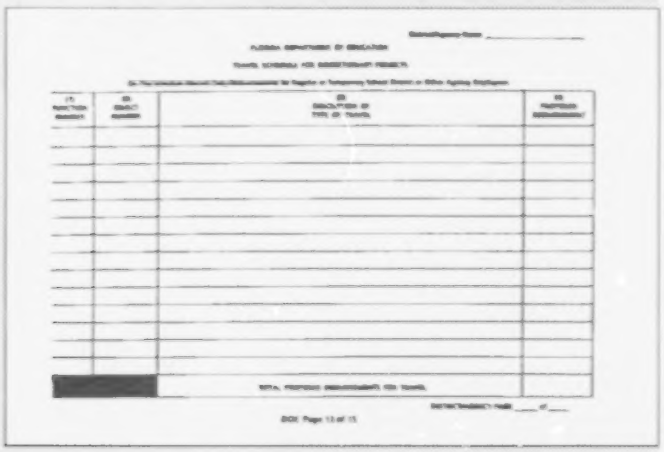
(1) FUNCTION NUMBER	(2) OBJECT NUMBER	(3) POSITION TYPE	(4) FTE POSITIONS	(5) PROPOSED DISBURSEMENT
		TOTAL PROPOSED DISBURSEMENTS		

DISTRICT/AGENCY PAGE ____ of ____

DOE Page 9 of 15

Exhibit #11 continued — Grant Application Forms DVE Form 461





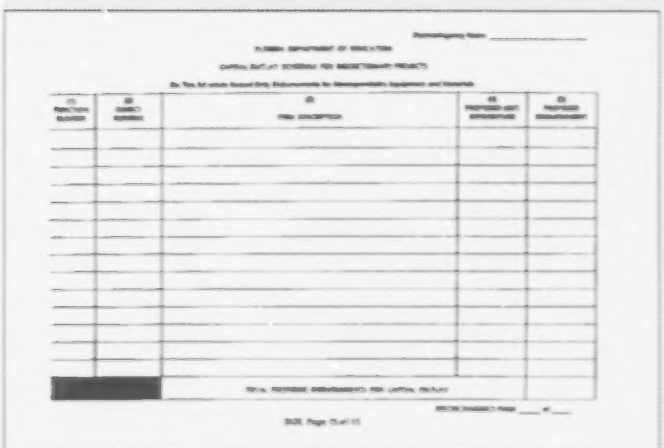
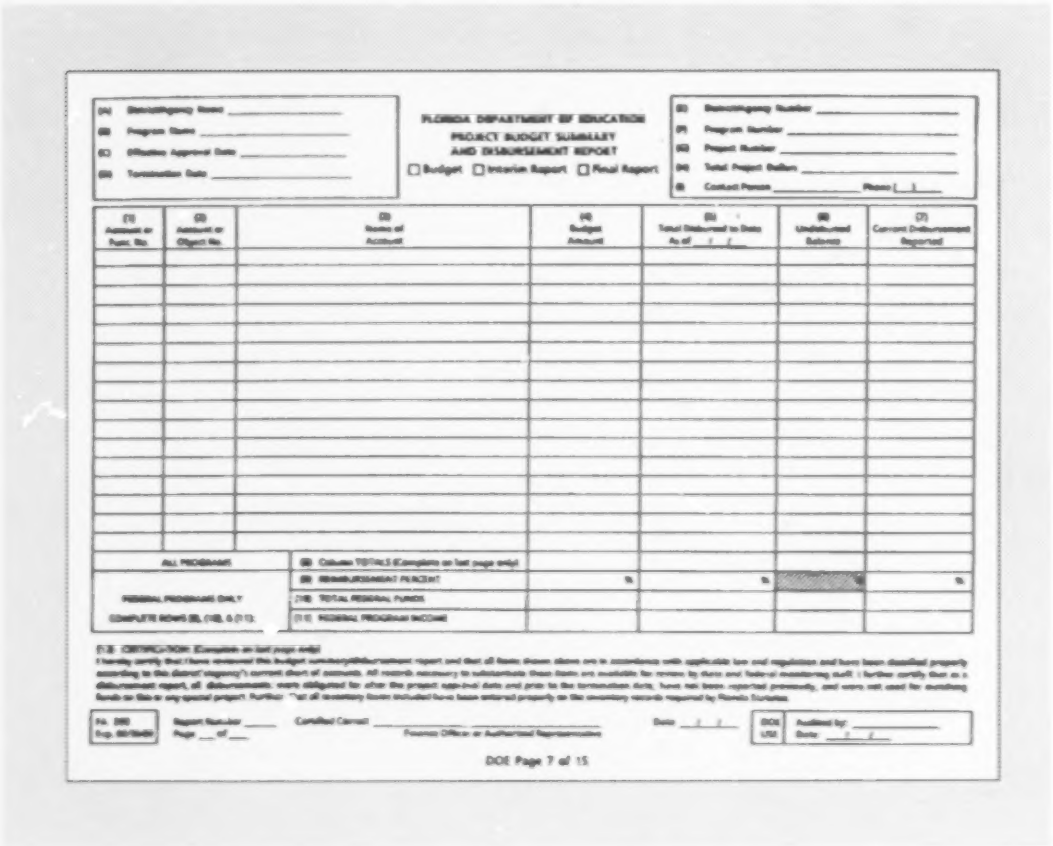


Exhibit #12 Project Budget Summary and Disbursement Report DOE Form: FA 399

This form should be included in Section 321 and Section 353 grant applications. In addition, it should be used with any project amendments.



FLORIDA DEPARTMENT OF EDUCATION
PROJECT BUDGET SUMMARY
AND DISBURSEMENT REPORT
☐ Budget ☐ Interim Report ☐ Final Report

(1) Assistance or Func. No.	(2) Assistance or Object No.	(3) Name of Account	(4) Budget Amount	(5) Total Disbursed to Date As of ___/___/___	(6) Undisbursed Balance	(7) Current Disbursement Reported
ALL PROGRAMS		(8) Column TOTALS (Complete on last page only)				
FEDERAL PROGRAMS ONLY COMPLETE ROWS (9), (10), & (11):		(9) REIMBURSEMENT PERCENT	%	%	%	%
		(10) TOTAL FEDERAL FUNDS				
		(11) FEDERAL PROGRAM INCOME				

(12) CERTIFICATION: (Complete on last page only)
I hereby certify that I have reviewed this budget summary/disbursement report and that all items shown above are in accordance with applicable law and regulations and have been classified properly according to this district agency's current chart of accounts. All records necessary to substantiate these items are available for review by state and federal monitoring staff. I further certify that on a disbursement report, all disbursements were obligated for after the project approval date and prior to the termination date, have not been reported previously, and were not used for matching funds or this or any special project. Further, all inventory items included have been entered properly on the inventory records required by Florida Statutes.

FA 399 Exp. 08/30/00 | Report Number ____ Page __ of __ | Certified Correct: _____ Finance Officer or Authorized Representative | Date: ___/___/___ | DOE USE | Audited by: _____ Date: ___/___/___

DOE Page 7 of 15

Exhibit #13 Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion -- Lower Tier Covered Transactions

This form should be attached to each grant application for Section 353 or Section 321 funds.

Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion--Lower Tier Covered Transactions

This certification is required by the Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 34 CFR Part 85, for all lower tier transactions meeting the threshold and tier requirements stated at Section 85.110.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.

2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.

4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.

5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.

6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled "Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion--Lower Tier Covered Transactions," without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.

7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each participant may, but is not required to, check the Nonprocurement List.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.

9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

(1) The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.

(2) Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant	PR/Award Number and/or Project Name
Printed Name and Title of Authorized Representative	
Signature	Date

ED 80-0014, 9/90 (Replaces GCS-209 (REV. 12/88), which is obsolete)

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Exhibit #14 Consultation Certificate

This form should be attached to each grant application for Section 353 or Section 321 funds.

CONSULTATION CERTIFICATE

We, as the Authorized Representative of the applicant agency (herinafter referred to as the Applicant) and the local educational agency defined in Section 304 of the Adult Education Act and Appendix A of Florida's Program Plan Adult Education 1989-1993 (hereinafter referred to as the LEA), do hereby certify that in the development of this project proposal the Applicant has consulted with the LEA and that the Applicant has provided a copy of the completed application to the LEA to allow the LEA to submit comments pertaining to the application to the Florida Department of Education.

Date	Signature of Authorized Representative of the Applicant Agency
Date	Signature of Authorized Representative of the Local Educational Agency

Exhibit #15 Certification Regarding Lobbying for Grants and Cooperative Agreements

This form should be attached to each grant application for Section 353 or Section 321 funds.

Certification Regarding Lobbying for Grants and Cooperative Agreements

Submission of this certification is required by Section 1352, Title 31 of the U.S. Code and is a prerequisite for making or entering into a grant or cooperative agreement over $100,000.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employed of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its isntructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact on which the Department of Education relied when it made or entered into this grant or cooperative agreement. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

Organization Name	PR/Award (or Application) Number or Project Name
Name and Title of Authorized Representative	
Signature	Date

Exhibit #16 Certification Regarding Drug-Free Workplace Requirements - Grantees Other than Individuals

This form should be attached to each grant application for Section 353 or Section 321 funds.

Certification Regarding Drug-Free Workplace Requirements
Grantees Other than Individuals

This certification is required by the regulations implementing the Drug Workplace Act of 1988, 34 CFR Part 85, Subpart F. The regulations, published in the January 31, 1989 Federal Register, require certification by grantees, prior to award, that they will maintain a drug-free workplace. The certification set out below is a material representation of fact upon which reliance will be placed when the agency determines to award the grant. False certification or violation of the certification will be grounds for suspension of payments, suspension or termination of grants, or government-wide suspension or debarment (see 34 CFR Part 85, Sections 85.615 and 85.620).

The grantee certifies that it will provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing a drug-free awareness program to inform employees about--

(1) The dangers of drug abuse in the workplace;
(2) The grantee's policy of maintaining a drug-free workplace;
(3) Any available drug counseling, rehabilitation, and employee assistance programs; and
(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);

(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--

(1) Abide by the terms of the statement; and
(2) Notify the employer of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after such conviction;

(e) Notifying the agency within ten days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction;

(f) Taking one of the following actions, within 30 days of receiving notice under subparagraph (d)(2), with respect to any employee who is convicted--

(1) Taking appropriate personnel action against such an employee, up to and including termination, or
(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;

(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

Organization Name	PR/Award Number or Project Name
Name and Title of Authorized Representative	
Signature	Date

ED 80-0004
BILLING CODE 4000-01-C

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Exhibit #17 General Statement of Assurances (a two-page form)

This form should be attached to each grant application for Section 353 or Section 321 funds.

General Statement of Assurances

Assurances is hereby given.

1. That the program supplemented by the requested Federal funds will be administered in accordance with the Adult Education Act (Public Law 100-297, as amended), the Florida Adult General Education Act (Section 228.072, Florida Statutes), Title 34 Code of Federal Regulations Section 420, Florida's Program Plan for the State-Administered Adult Education Program, and the application to which this assurance is appended;

2. That the control of funds provided under this program and title to property acquire with program funds will be in an eligible public or private agency, organization, or institution (hereinafter referred, to as the Agency), and that the Agency will administer such funds and property;

3. That the Agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds utilized by the Agency under this proposal;

4. That the Agency will make reports to the Florida Department of Education as may reasonably be necessary to enable the Department of Education as may reasonably be necessary to enable the Department to perform its duties under this program, and that the Agency will maintain such records required under Section 437 of the General Education Provisions Act, and provide access to those records as the Department deems necessary to perform its duties;

5. That the Agency will provide reasonable opportunities for the participation by teachers, students, and other interested agencies, organizations, institutions and individuals in the planning for and operation of this program;

6. That any application, evaluation, periodic program plan or report relating to this program will be made readily available to members of the general public;

7. That the Agency has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in this program significant information from educational research, demonstration, and similar projects, and for adopting, where applicable, promising educational practices developed through such projects;

8. That all project components and contracts pursuant thereto in the Agency will comply with Title VI of the Civil Rights Act of 1964, applicable Court Orders, Section 504 of the Rehabilitation Act of 1973, and Title IX of the Education Amendments of 1972--

   a. Evidence of compliance consists of a policy statement of assurance and completion of the Equity Compliance Checklist supplied by the Department of Education;

...y of the Agency's policy statement and completed Equity Compliance Checklist is ... the Department of Education, Bureau of Adult and Community Education.

...ctivities in this project will be carried out on a nondiscriminatory basis in accordance ... the regulations of the U.S. Department of Education.

...ything, by whatsoever designation it may be known, that is produced by, or developed ...ction with this grant shall become the exclusive property of the State of Florida and ...copyrighted, patented, otherwise restricted as provided by Florida Statutes and that ...he subgrantee nor any individual employed under this grant shall have any proprietary ...in the product.

...) Agency shall provide citizens and undereducated adults with opportunities to ...te in programs consistent with their needs, determined after consultation with persons ...ignible of such adults;

...ds received under this proposal will be used to supplement the non-Federal fiscal effort ...g made and will in no case be used to supplant this effort; and,

12. That the amounts of non-Federal funds expended for education provided by the Agency will be maintained at the same level as they would have been had no federal ...funds been appropriated and that the comparability of services previously demonstrated with respect to project areas will be maintained.

I, _____ hereby certify that I am the authorized
(Name of Authorized Representative)
representative of _____ that the Agency has the
(Legal Name of Applicant Agency)
legal authority to apply for and receive the proposed Federal funds and that the project has been authorized by the governing body of the Agency.

_____ _____
Date (Signature of Authorized Representative)

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Exhibit #18 Project Selection Form - Section 321 (used by the review committee)

SECTION 321 GRANT APPLICATION
REVIEW COMMITTEE--PROJECT SELECTION CRITERIA

Please answer "Yes" or "No" to each of the following questions, based on your review of the attached grant application. Space for comments will be provided on the reverse of this form.

Name of District/Agency: _____

YES NO

☐ ☐ 1. Has the program narrative identified a need which can be addressed within the parameters and priorities of the Adult Education Act?

2. Does the proposal specifically address the needs of adults who are basic educated and those in need of assistance, specifically:

☐ ☐ a. Adults functioning at fifth grade level and below?

☐ ☐ b. Adults functioning at grade level five through eight?

☐ ☐ c. Adults with limited English skills?

☐ ☐ d. Adults in rural areas which are sparsely populated?

☐ ☐ e. Institutionalized adults?

☐ ☐ f. Adults in correctional facilities?

☐ ☐ 3. Does the proposal place special emphasis on meeting adult basic education needs?

4. Does the proposal provide for:

☐ ☐ a. Classes in conveniently located facilities?

☐ ☐ b. Flexibility of scheduling?

☐ ☐ c. Transportation assistance?

☐ ☐ d. Child care arrangements?

☐ ☐ 5. Does the applicant agency indicate cooperative arrangements with the programs and agencies indicated on DOE page 2, item 5 of the application?

YES NO

☐ ☐ 6. Does the proposal indicate that resources other than those requested under this grant program are available to help meet the indicated needs?

From what sources:

☐ ☐ a. PEPP?

☐ ☐ b. Other federal grants? Specify: _____

☐ ☐ c. Other? Specify: _____

☐ ☐ 7. Are the strategies to be used (activities, instructional programs, etc.) designed to lead to accomplishment of the objectives?

☐ ☐ 8. Does the proposal contain specific measurable objectives which are related to the identified needs?

9. Does the proposal describe:

☐ ☐ a. Levels of instruction with emphasis on low level students?

☐ ☐ b. Numbers of adult students to be served?

☐ ☐ c. Student placement procedures?

☐ ☐ d. Types of instructional delivery systems?

☐ ☐ e. Expected degree of student improvement and how measured?

☐ ☐ 10. Does the proposal describe plans for recruitment of adult students with emphasis on adults functioning at low levels?

☐ ☐ 11. Does the proposal describe plans for teacher supervision or in-service training for ABE staff?

☐ ☐ 12. Does the proposal describe plans for teacher supervision or in-service training for ABE staff?

☐ ☐ 13. Does the proposal indicate how the overall adult education program will be improved by the activities to be conducted under requested grant?

☐ ☐ 14. In your professional opinion, does the proposal indicate sufficient commitment on the part of the applicant agency to warrant award of funds under Section 321?

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Exhibit #18 continued — Project Selection Form - Section 321 (used by the review committee)

YES NO

☐ ☐ 15. Is the applicant agency the "local educational agency" as defined by Section 312(5) of the Adult Education Act?

☐ ☐ 16. If the answer to question 15 is "NO," has the applicant agency complied with the consultation requirements stated in Section 322 of the Act?

☐ ☐ 17. Is the requested budget within the amounts allocated to the county in which the applicant agency is located?

COMMENTS: (If more space is needed, please use the space provided on the reverse side of this page.)

Please fill out this section in **blue** or **black ink**, signature included.

☐ I recommend approval of this proposal for the requested amount.

☐ I recommend approval of this proposal in the amount of $_____

☐ I recommend disapproval of this proposal for the reasons stated in the Reviewer's comments above.

_____
Signature of Reviewer

COMMENTS: (continued)

Exhibit #19 Quarterly Report Forms Section 353 Projects

These forms are completed at the end of each quarter and submitted to the BACE.

Please return three copies to: Chief, Bureau of Vocational, Adult and Community Education, Florida Department of Education, 1244 Florida Education Center, Tallahassee, Florida 32399-0400

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL EDUCATION
BUREAU OF ADULT AND COMMUNITY EDUCATION

SECTION 353 PROJECT QUARTERLY REPORT

Applicant Agency:	**Project Director:**
Project Title:	**Project Number:**
Quarterly Report Number: (Circle) 1 2 3	**Date Submitted:**

Quarterly Reports Directions

Use this form for quarterly reports which are due September 30, 1990, December 31, 1990, and March 31, 1991. Please complete all items and use substantiating data to support report judgments. If comments require additional pages, please key answers to the appropriate question by number [i.e., 9 (continued)]. Quarterly reports will help the agency continually evaluate progress, point out needed changes in procedures and keep activities on the time frame allotted. The report will also serve as a monitoring guide for the on-site visits of each project. Submit three copies of the report to the Chief, Bureau of Adult and Community Education, Florida Department of Education, Tallahassee, Florida 32399-0400.

DVE 462
Exp. 03/31/91

State of Florida
Department of Education
Tallahassee, Florida
Affirmative action/equal opportunity employer

Exhibit #19 continued — Quarterly Report Forms, pages 2 & 3 Section 353 Projects

SECTION 353 PROJECT QUARTERLY REPORT

	Yes	No	Partially	N/A
1. Are the project needs and objectives being met by the strategies or activities as stated in the project narrative?	☐	☐	☐	☐
Substantiating data and comments.				
2. Is the identified target population being reached?	☐	☐	☐	☐
Substantiating data and comments.				
3. Have needs been identified which were not addressed in the project proposal?	☐	☐	☐	☐
Substantiating data and comments				
4. Are the new needs now being addressed?	☐	☐	☐	☐
Substantiating data and comments.				
5. Are local resources being used as indicated in the project proposal?	☐	☐	☐	☐
Substantiating data and comments.				

DVE 462

SECTION 353 PROJECT QUARTERLY REPORT

	Yes	No	Partially	N/A
6. Are the dissemination procedures being addressed as stated in the proposal?	☐	☐	☐	☐
Substantiating data and comments.				
7. Are project evaluations and evaluation reports being completed as stated?	☐	☐	☐	☐
Substantiating data and comments.				
8. Is the budget as proposed or amended, properly meeting the project's needs?	☐	☐	☐	☐
Substantiating data and comments.				

9. Other comments about the project's progress. Use a separate page if needed.

DVE 463

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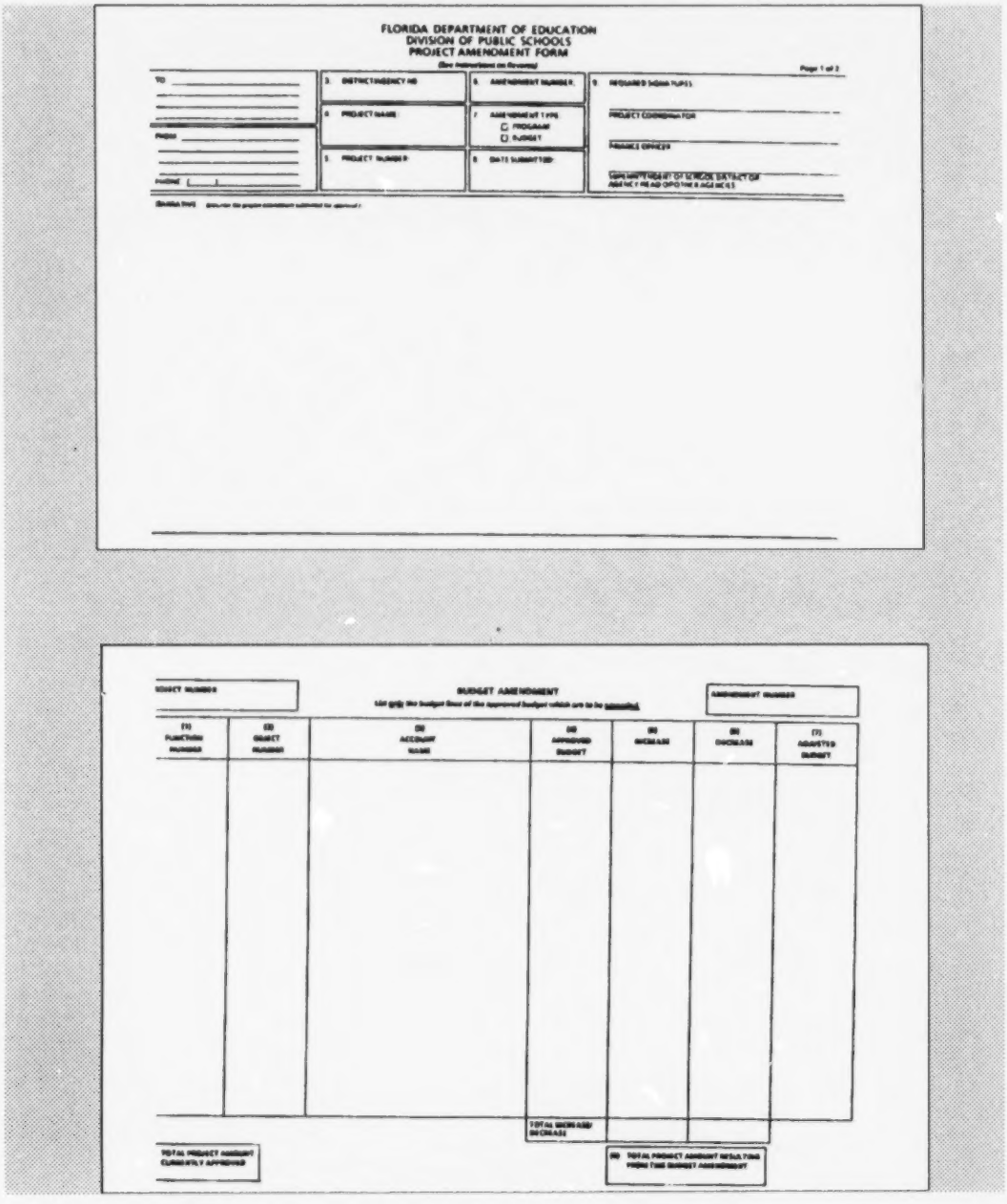
Exhibit #20 Project Amendment Form ESE Form 411

These forms are completed when budget amendments are necessary. They are submitted to the BACE with an FA 399 form.



FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF PUBLIC SCHOOLS
PROJECT AMENDMENT FORM

BUDGET AMENDMENT

Exhibit #21 Final Report Form DVE 525

This form is submitted with a final report for each Section 353 project.

Please return five copies within thirty days following the completion or termination of the project to:
Chief, Bureau of Adult and Community Education
Florida Department of Education
Knott Building
Tallahassee, Florida 32399-0400

FLORIDA DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL, ADULT AND COMMUNITY EDUCATION
BUREAU OF ADULT AND COMMUNITY EDUCATION

SECTION 353 PROJECT FINAL REPORT

Project Director:	Project Number:
Agency Address:	
Project Title:	
Project Allocation: $ _____	Type of Project: Special Demonstration ☐ Teacher Training ☐

Final Report Directions

Section 353 projects must be forwarded by the state agency to the U. S. Division of Adult Learning for review. The state agency must also report the results and outcomes of these projects. In order for the Department to meet its commitment, it will be necessary for each project director to submit five copies of a final report to the Chief, Bureau of Adult and Community Education, Florida Department of Education, Tallahassee, Florida 32399-0400 within 30 days following the completion or termination of the project. The final report should follow the format indicated below and be limited to no more than three single-spaced, typed pages, not including the appendix.

Final Report Format

1. **Target population served: (Use numbers if possible.)**
2. **Objectives:**
3. **Activities:**
4. **Evaluation: (Include processes used, conclusions about accomplishments or lack thereof, and reasons.)**
5. **Recommendations:**
6. **Dissemination plans:**
7. **Appendix: (Include instructional materials, products, forms, surveys and/or other materials developed as a result of the project.)**

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Exp. 01/31/90

State of Florida Department of Education Tallahassee, Florida
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Notes

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

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